OKLAHOMA Education

READING SUFFICIENCY ACT STUDY

PREPARED BY OKLAHOMA STATE DEPARTMENT OF EDUCATION
2020-21 SCHOOL YEAR

In fulfillment of Section 1210.508C of Title 70 of the Oklahoma Statutes. This study provides data on third grade reading achievement by socio-economic status, learning disability status, English learner status and race. It also provides evidence on reading instructional practices and remediation efforts currently being used by districts in Oklahoma and explores the potential efficacy of these practices.

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Background

The Reading Sufficiency Act (RSA) was originally passed in 1997 to improve Oklahoma children's reading skills before the end of third grade. The law required all kindergarten through third-grade students be assessed[1] at the beginning and end of each school year for the acquisition of reading skills. In 2012,[2] the law was amended to require that, beginning in the 2013-2014 school year, third-grade students show proficiency on grade-level reading skills or meet one of the good-cause exemptions[3] to be promoted to fourth grade. In 2014, HB 2625 was passed with emergency status and was in effect for the 2013-2014 academic year. This allowed a "probationary promotion" for third-graders through the recommendation of a Student Reading Proficiency Team (SRPT), a partnership of the student's guardians and educators. HB 1760 was passed in 2017, making the SRPT a permanent option.[4] In 2019, SB 601 was passed to amend some of the good-cause exemption requirements, add a midyear screening assessment for kindergarten through third-grade students and clarify language around the expectations for kindergarten students.[5]

Purpose

Section 1210.508C of Title 70 of the Oklahoma Statutes requires that the Oklahoma State Department of Education (OSDE) conduct a study on reading instruction and the retention of students in third grade based on reading assessments. The purpose of the study is to identify trends in assessment data for students in kindergarten through third grade, as well as trends in promotion and retention decisions for third-grade students. This report includes data on the instructional practices used by schools and a discussion of research regarding the effectiveness of those practices.

The purpose of the Reading Sufficiency Act is to ensure students are on track with grade level literacy skills necessary for success in future grades and courses. As such, the Reading Sufficiency Act (RSA) follows the Multi-Tiered Systems of Support (MTSS) model (for more information on MTSS, see page 55). Third grade is the transition year in which students apply the foundational skills they have been learning in the early grades to begin to focus on more critical analysis and understanding of text. Current legislation mandates that the major determinant in assessing a third-grader's reading proficiency is the student score on the reading portion of the Oklahoma School Testing Program (OSTP). A student must either meet RSA criteria on the reading and vocabulary portions of the assessment, show reading proficiency through one of the approved screening assessments, qualify for any of the good-cause exemptions, be promoted with probation by the Student Reading Proficiency Team (SRPT) or be retained. This report provides Oklahomans an update on the status of ongoing efforts to improve student literacy in our schools, communities and state through the 2020-2021 school year.

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[1] See *K-3 Screening and Assessments* (70 O.S.§1210.508C (B-C))
[2] See *Retention - No Social Promotion* (70 O.S.§1210.508C (H))
[3] See *Good-Cause Exemptions* (70 O.S. § 1210.508C (J-K))
[4] See *Probationary Promotion* (70 O.S. § 1210.508C (H)(4))
[5] See *K-3 Screening and Assessments* (70 O.S.§1210.508C (A)(3))

Organization

As outlined in 70 O.S. § 1210.508C, this report is organized around eleven (11) central questions:

1. How many students (number and percent) in kindergarten through third grade have been determined as at-risk for reading difficulties as compared to the total number of students enrolled in each grade?
2. How many students (number and percent) in kindergarten through third grade continue to be at risk for reading difficulties by the end of the academic year, as determined by the year-end measurement of reading progress?
3. How many students (number and percent) in kindergarten through third grade have successfully completed their program of reading instruction and are reading on grade level as determined by the results of approved reading assessments?
4. How many third-grade students (number and percent) met the performance criteria for the RSA as determined by the Commission for Educational Quality and Accountability on the reading portion of the statewide third-grade assessment?
5. How many third-grade students participated in the Oklahoma School Testing Program (OSTP) and, of that number, how many met proficiency on a screening instrument, how many were promoted through each of the good-cause exemptions, how many were retained and how many were promoted through probationary promotion?
6. How does reading proficiency vary by socioeconomic status, learning disability status, English learner (EL) status and race/ethnicity?
7. What funding was appropriated to each district for reading remediation?
8. What screening instruments are being used to identify reading deficiencies and monitor reading progress?
9. What types of reading instructional practices, instructional methods and remediation efforts are currently being used by districts?
10. What types of reading resources do students have access to outside of school?
11. Of the identified instructional practices, instructional methods and remediation efforts, which have been identified as best practices in the research literature for students not reading on grade level?

The data sources used to answer the questions are provided, and results are presented in tables and graphs.

Limitations

This report provides information that, when placed in the proper context, can help Oklahomans better understand the implementation and effectiveness of programs of reading instruction for kindergarten through third-grade classrooms across the state. However, as current data reporting methods include annual survey results and data as self-reported from districts, there are limitations in the conclusions that can be confidently drawn from this report. For example, it is difficult to track student movement and progress as the data is reported in the aggregate rather than the student level. Furthermore, the reports provide some information but conclusions from the data may not include complete knowledge of every situation.

Disruptions due to the global COVID-19 pandemic have created unprecedented challenges for districts since March 2020, when schools closed for the remainder of the academic year to help curb the spread of a novel virus about which little was known at that time. Furthermore, like all other states, the OSDE received federal assessment and accountability waivers for OSTP assessments for spring 2020. OSTP scores for that year are unavailable and cannot be included in trendline data.

During the 2020-2021 school year, school districts provided instruction through varied delivery models, including virtual learning, distance learning, in-person learning and hybrid learning options for students based on community needs, Centers for Disease Control and Prevention (CDC) guidance, Oklahoma State Health Department guidance and community transmission levels. Because of the learning disruptions in SY2019-2020, uneven participation rates and non-uniform instruction in SY2020-2021, state test scores cannot be compared to past years. However, state test scores from SY2020-2021 still provide a sound comparison of where students were in respect to grade-level expectations at the end of SY2020-2021. Additionally, the federal waiver for state testing for SY2019-2020 resulted in the inability to measure student progress through the Academic Growth indicator on the Oklahoma School Report Card, which requires a student to have state test scores in consecutive years. For that reason, OSTP scores should be evaluated as a moment-in-time data point rather than part of trendline data. However, since statutory authority under Title 70 O.S. § 1210.508C requires three-year trendline data, this report will include three years of data, though not for consecutive years due to pandemic-related disruptions in SY2019-2020 and SY2020-2021.

Results and Analysis

This section of the report will provide the data, tables and narrative as outlined in 70 O.S. § 1210.508C. The Data Sources and Survey Results sections will include details regarding how the data was collected for subsequent sections. The 11 central questions required by legislation were also grouped into categories and include evaluative information based on the tables and figures provided.

Data Sources

This report uses data from the following sources:

- Beginning-of-Year Reading Report
- Third-Grade Promotion and Retention Report
- RSA district funding data
- OSDE-developed survey of instructional practices, instructional methods, remediation efforts and reading resource access
- Student information data
- Literature on instructional practices, instructional methods, remediation efforts and reading resources

All student data in this report is aggregated to ensure individual students are not identified with the exception of promotion and retention decisions for third-grade students who did not meet RSA criteria on the Oklahoma State Testing Program (OSTP). In this case, districts were asked to report the final retention decision, as well as the method used for a student who was promoted.

RSA Statewide Survey Results

To acquire information on reading instruction, the OSDE sent an annual survey via electronic newsletters to district personnel, administrators and teachers who work with kindergarten through third-grade students. The survey window was mid-December through mid-January. Reminders were also sent out twice within that window. In total, 1,367 educators and administrators completed the survey, which had a completion rate of 81%. The respondents represented all 77 counties in Oklahoma and 496 (91%) of 540 school districts. A variety of roles and positions were represented, including 668 (49.8%) classroom teachers, 103 (8%) academic support (e.g., special education, English learner, speech language pathologists) teachers, 37 (2.8%) superintendents, 227 (16.9%) building administrators, 286 (21.5%) reading specialists or instructional coaches, and 137 (8%) other district personnel (e.g., library media specialist, Encore teacher, counselor, etc.).

Student Data and Evaluation

To determine the number and percentage of students considered at-risk for reading difficulties at the beginning of the year as compared to the total number of students enrolled, districts reported the number of students considered at-risk based on their enrollment in a program of reading instruction and the number of students enrolled.

Question 1

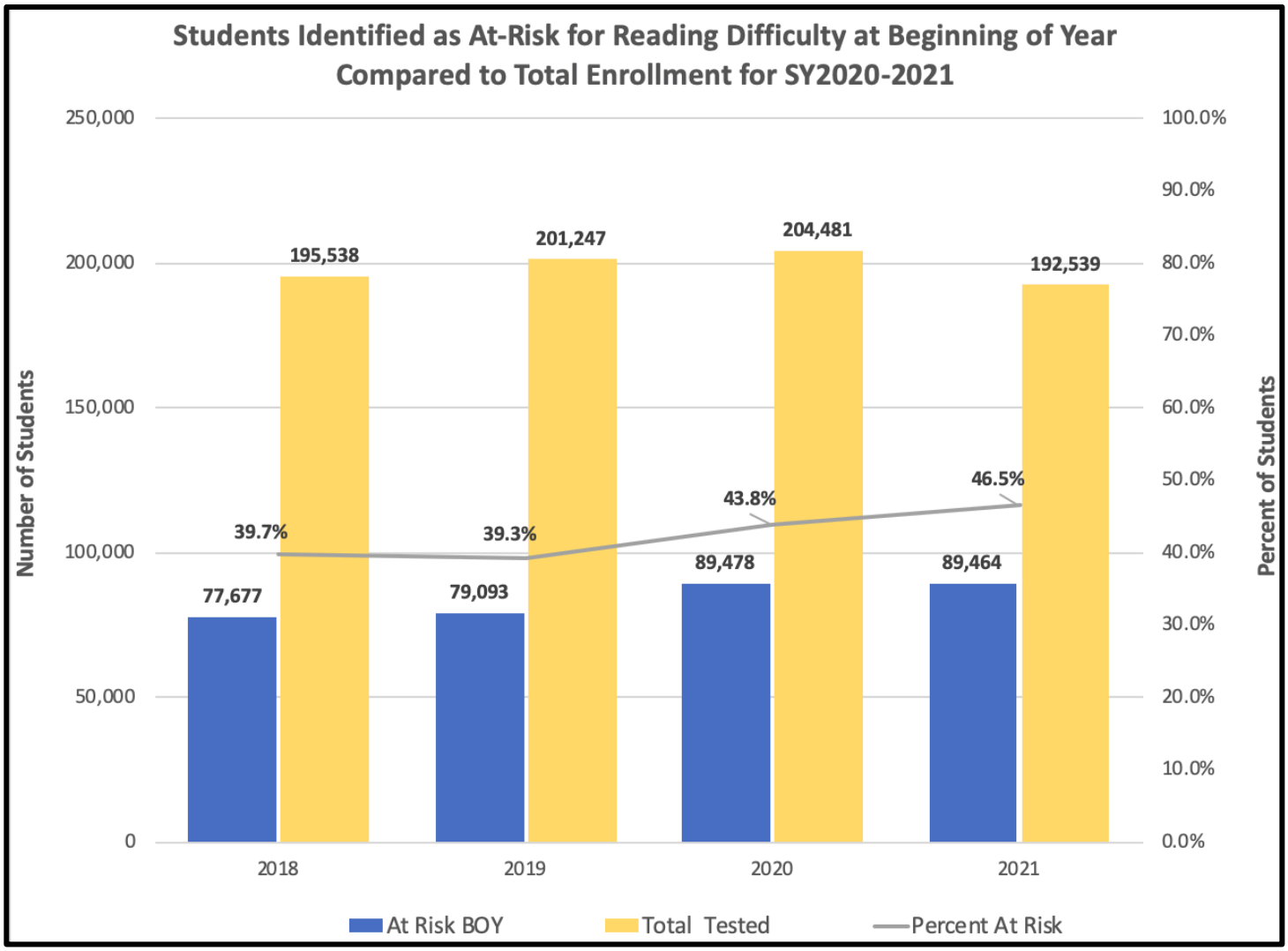
How many students (number and percent) in kindergarten through third grade have been determined as at-risk for reading difficulties as compared to the total number of students enrolled in each grade?

The following table shows the percentage of students identified as at-risk of not achieving reading proficiency as determined by a beginning-of-year approved screening assessment administered within the first few weeks of the school year. The data provided in Figure 1 does not indicate the progress made in that grade level throughout the school year.

Table 1. Students Identified as At-Risk for Reading Difficulty at Beginning of Year Compared to Total Enrollment for SY2020-2021

	Grade	At-Risk BOY	Total Enrolled	Percent At-Risk BOY
2018	Kindergarten	16,875	50,832	33.2%
	Grade 1	19,847	51,340	38.7%
	Grade 2	20,561	50,688	40.6%
	Grade 3	20,394	52,678	38.7%
	All Grades	**77,677**	**195,538**	**39.7%**
2019	Kindergarten	17,282	50,797	34.0%
	Grade 1	20,899	50,647	41.3%
	Grade 2	20,903	49,199	42.5%
	Grade 3	20,009	50,604	39.5%
	All Grades	**79,093**	**201,247**	**39.3%**
2020	Kindergarten	21,105	52,001	40.6%
	Grade 1	24,261	52,123	46.6%
	Grade 2	22,570	49,993	45.2%
	Grade 3	21,542	50,364	42.8%
	All Grades	**89,478**	**204,481**	**43.8%**
2021	Kindergarten	18,950	47,680	39.7%
	Grade 1	24,815	49,223	50.4%
	Grade 2	24,180	48,045	50.3%
	Grade 3	21,519	47,591	45.2%
	All Grades	**89,464**	**192,539**	**46.5%**

Figure 1. Students Identified as At-Risk for Reading Difficulty at Beginning of Year Compared to Total Enrollment for SY2020-2021



Evaluation Points

- Enrollment for SY2020-2021 was lower by 8,708 students from SY2018-2019 and by 11,942 students from SY2019-2020, a 4.32% and 5.84% reduction in students, respectively.
- The number of students identified as at-risk for meeting proficiency increased from 39.3% for all grade K-3 students in fall 2019 to 46.5% for all grade K-3 students in fall 2021.
- In fall 2021, 50.4% of all first-grade students and 50.3% of all second-grade students were at-risk of not meeting grade-level proficiency.
- Kindergarten, first-, second-, and third-grade students had COVID-related disruptions in their learning beginning in March 2020.

Question 2

How many students (number and percent) in kindergarten through third grade continue to be at risk for reading difficulties by the end of the academic year, as determined by the year-end measurement of reading progress?

To determine the number and percentage of students considered at-risk for reading difficulties at the end of the year, a calculation was made using the number of students not meeting grade-level reading targets on an Individualized Program of Reading Instruction (IPRI) at the end of the year as compared to the number of students not meeting grade-level reading targets on an IPRI at the beginning of the same school year. These data were directly reported to the OSDE by districts.

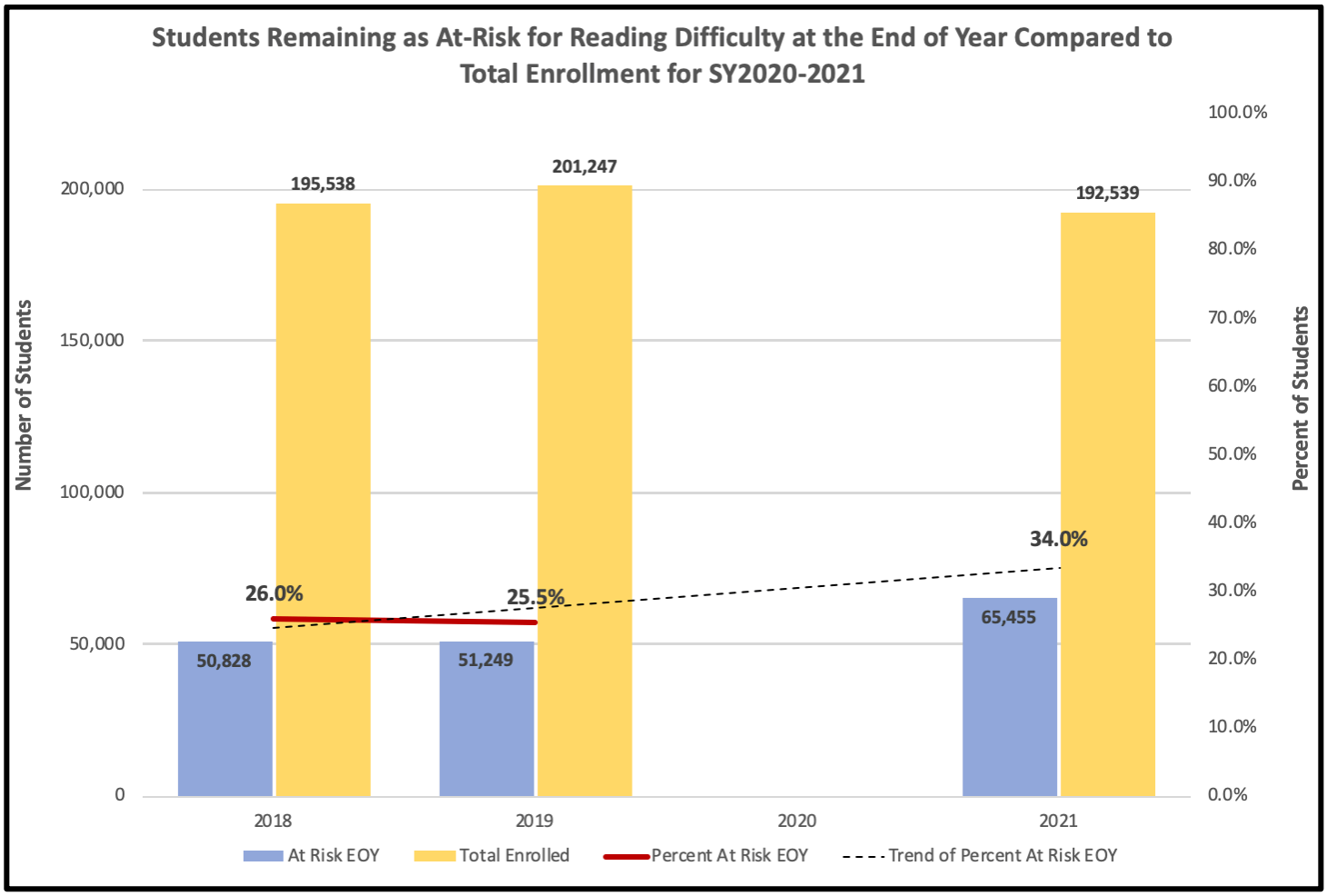
End-of-year data reflect the effectiveness of instruction for students over the course of the school year. They do not reflect the influence, if any, of a summer break. It is important to note that these data were not collected for the 2020 school year. Due to the pandemic, school districts across the state moved to distance learning in spring 2020, which prevented the collection of end-of-year data.

The data presented in Table 2 and Figure 2 do not distinguish between students who have made progress but not quite reached grade-level targets for proficiency, students who have maintained growth at the same rate as their peers but have not closed the learning gap or students who continue to struggle.

Table 2. Students Remaining as At-Risk for Reading Difficulty at the End of Year Compared to Total Enrollment for SY2020-2021

	Grade	At-Risk EOY	Total Enrolled	Percent At-Risk EOY
2018	Kindergarten	11,015	50,832	21.7%
	Grade 1	13,179	41,340	31.9%
	Grade 2	13,822	50,688	27.3%
	Grade 3	12,812	52,678	24.3%
	All Grades	**50,828**	**195,538**	**26.0%**
2019	Kindergarten	10,817	50,797	21.3%
	Grade 1	13,694	50,647	27.0%
	Grade 2	13,972	49,199	28.4%
	Grade 3	12,766	50,604	25.2%
	Kindergarten	12,766	50,604	25.2%
	All Grades	**51,249**	**201,247**	**25.5%**
2020	Kindergarten	No data available due to the pandemic		
	Grade 1	No data available due to the pandemic		
	Grade 2	No data available due to the pandemic		
	Grade 3	No data available due to the pandemic		
	All Grades	No data available due to the pandemic		
2021	Kindergarten	14,064	47,680	29.5%
	Grade 1	17,932	49,223	36.4%
	Grade 2	18,535	48,045	38.6%
	Grade 3	14,924	47,591	31.4%
	All Grades	**65,455**	**192,539**	**34.0%**

Figure 2. Students Remaining as At-Risk for Reading Difficulty at the End of Year as Compared to Total Enrollment for SY2020-2021



Evaluation Points

- The trendline in Figure 2 shows that the number of at-risk students has increased since the beginning of the global pandemic in spring 2020.
- There were 14,627 more students considered at-risk at the end of SY 2020-2021 than at the end of SY2017-2018, a 28.77% increase.
- Pre-pandemic history shows little change in the number of at-risk students at the end of year.
- 34% of all students in grade K-3 were at-risk at the end of the 2020-2021 school year.

Question 3

How many students (number and percent) in kindergarten through third grade have successfully completed their program of reading instruction and are reading on grade level as determined by the results of approved reading assessments?

To determine the number and percentage of students who have successfully completed their reading remediation program, districts report the number of kindergarten through third-grade students who completed a program of reading instruction on grade level. The percentage of students considered at-risk at the beginning of the year compared to the percentage of students considered at-risk at the end of the year demonstrates the successful completion of remediation plans. These data were reported to the OSDE by districts.

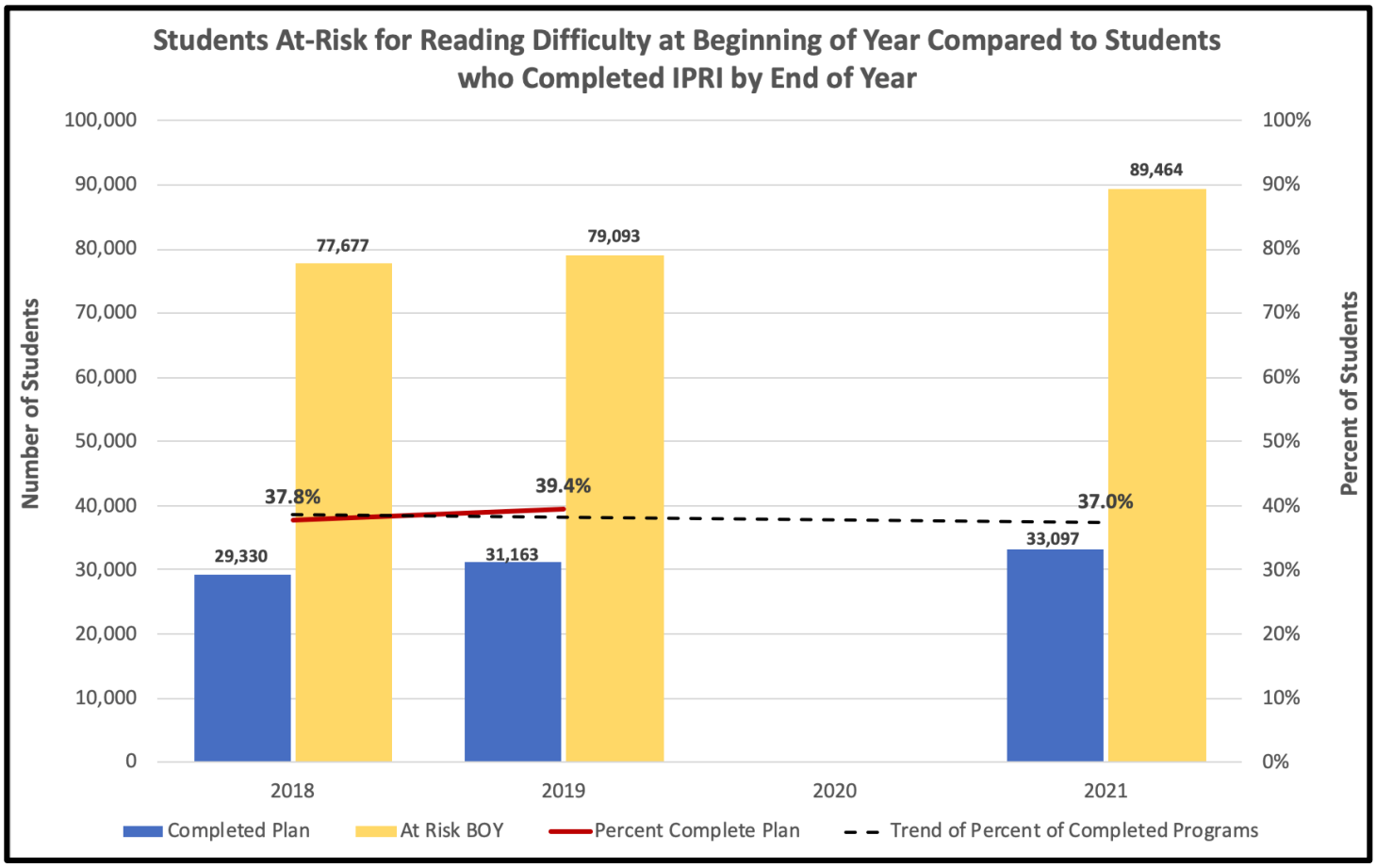
Due to the pandemic, school districts across the state moved to distance learning in spring 2020. At the time, schools were not equipped to administer screening assessments virtually, and teachers could not safely meet with students in person. Therefore, data for the 2019-20 school year are not included in this report.

Table 3 and Figure 3 reflect the number of students who met the requirements of their reading plan. However, the data do not include the degree of gains made by individual students. Some students, for example, may have made growth equivalent to multiple years in comparison to their peers, while others may have scored just under the benchmark for reading proficiency at the beginning of the school year and scored just over the benchmark at the end of the school year. The data also do not reflect students who left the school prior to completing their reading plans who may have been making gains, nor how many (if any) students demonstrate the need for a new plan each year due to a lapse in interventions during the summer; thus, the report does not demonstrate consecutive plans.

Table 3. Students Completing Individualized Program of Reading Instruction (IPRI) by Meeting Grade-Level Target Prior to End of Year

	Grade	Completed Plan	Total At-Risk BOY	Percent Completed
2018	Kindergarten	6,855	16,875	40.6%
	Grade 1	7,442	19,847	37.5%
	Grade 2	6,856	20,561	33.3%
	Grade 3	8,177	20,394	40.1%
	All Grades	**29,330**	**77,677**	**37.8%**
2019	Kindergarten	7,640	17,282	44.2%
	Grade 1	8310	20,899	39.8%
	Grade 2	7,406	20,903	35.4%
	Grade 3	7,807	20,009	39.0%
	All Grades	**31,163**	**79,093**	**39.4%**
2020	Kindergarten	No data available due to pandemic		
	Grade 1	No data available due to pandemic		
	Grade 2	No data available due to pandemic		
	Grade 3	No data available due to pandemic		
	All Grades	No data available due to pandemic		
2021	Kindergarten	7,618	18,950	40.2%
	Grade 1	9,221	24,815	37.2%
	Grade 2	7,888	24,180	32.6%
	Grade 3	8,370	21,519	38.9%
	All Students	**33,097**	**89,464**	**37.0%**

Figure 3. Students At-Risk for Reading Difficulty at Beginning of Year Compared to Students who Completed Individualized Program of Reading Instruction (IPRI) by Meeting Grade-Level Target Prior to End of Year



Evaluation Points:

- As shown in Table 3, the percentage of students who completed an Individualized Program of Reading Instruction (IPRI) in SY2018 and SY2021 were nearly equivalent at 37.8% and 37.0%, respectively.
- However, starting points for SY2018 and SY2021 differed in the number of students on an IPRI. As shown in Figure 3, for SY2018, 77,677 students were identified as at-risk at the beginning of the year, while 89,464 students were identified as at-risk at the beginning of the year for SY2021.

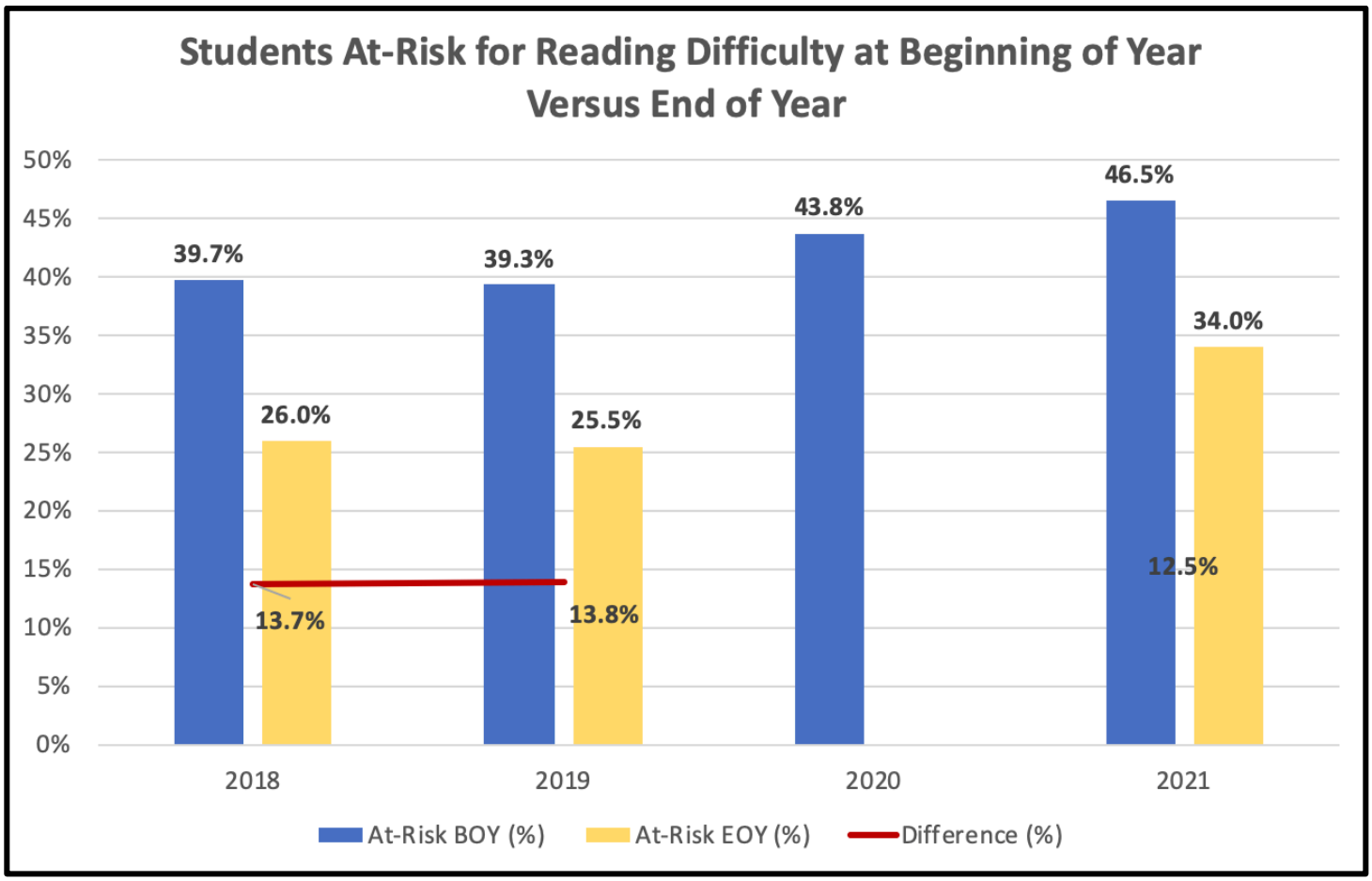
While Table 3 and Figure 3 addressed the data regarding the number and percentage of students who met grade-level targets by the end of the year through an Individualized Program of Reading Instruction (IPRI), Table 4 and Figure 4, conversely, represent students identified as at-risk at the beginning of the school year who were still at-risk at the end of the school year. Table 4 and Figure 4 below demonstrate the trendline data for students at-risk at the beginning of school years 2018, 2019

and 2021 versus end-of-year at-risk data. SY2020 data is not included due to federal assessment and accountability waivers in all 50 states that prevented the data from being collected.

Table 4. Students At-Risk for Reading Difficulty at Beginning Versus End of Year

	Grade	Percent At-Risk BOY	Percent At-Risk EOY	Decrease from BOY
2018	Kindergarten	33.2%	21.7%	-11.5%
	Grade 1	48.0%	31.9%	-16.1%
	Grade 2	40.6%	27.3%	-13.3%
	Grade 3	38.7%	24.3%	-14.4%
	All Grades	**39.7%**	**26.0%**	**-13.7%**
2019	Kindergarten	34.0%	21.3%	-12.7%
	Grade 1	41.3%	27.0%	-14.3%
	Grade 2	42.5%	28.4%	-14.1%
	Grade 3	39.5%	25.2%	-14.3%
	All Grades	**39.3%**	**25.5%**	**-13.8%**
2020	Kindergarten	No data available due to pandemic		
	Grade 1	No data available due to pandemic		
	Grade 2	No data available due to pandemic		
	Grade 3	No data available due to pandemic		
	All Grades	No data available due to pandemic		
2021	Kindergarten	39.7%	29.5%	-10.2%
	Grade 1	50.4%	36.4%	-14%
	Grade 2	50.3%	38.6%	-11.7%
	Grade 3	45.2%	31.4%	-13.8%
	All Students	**46.5%**	**34.0%**	**-12.5%**

Figure 4. Students At-Risk for Reading Difficulty at Beginning of Year Versus End of Year



Evaluation Points

- In SY2020-2021, there was a 12.5% decrease in the number of students at-risk at the beginning of the school year compared to the number of students at-risk at the end of the school year.
- In pre-pandemic school years, the percentage decrease between beginning of year at-risk students and end-of-year at-risk students was lower and not significantly different at 13.7% and 13.8% for SY2017-2018 and SY2018-2019, respectively.
- Compared to pre-pandemic years, there is a 1.3% difference in trendline data regarding the gap in percentage at-risk at beginning of year and the percentage at-risk at end of year for SY2020-2021.

Question 4

How many third-grade students (number and percent) met the performance criteria for the RSA as determined by the Commission for Educational Quality and Accountability on the reading portion of the statewide third-grade assessment?

To determine the number and percentage of students meeting the performance criteria for the RSA on the reading portion of the statewide third-grade assessment, OSTP reading scores were analyzed. The performance levels for the reading portion of the third-grade test identified by the Commission for Educational Quality and Accountability are "Meets RSA Criteria" and "Does Not Meet RSA Criteria." These scores are determined using only questions in the grade 3 English language arts assessment that address Standard 2: Reading and Writing and Standard 4: Vocabulary of the Oklahoma Academic Standards for English Language Arts for grade 3. OSTP data in Tables 5 through 7 provide information on the number of students who did meet RSA criteria through OSTP scores versus the number of students who did not meet RSA criteria as distinguished by subgroup populations, including students eligible for free and reduced lunch (FRL), those on an Individualized Education Program (IEP), those with English learner (EL) status and race/ethnicity.

Table 5. 2018 Oklahoma State Testing Program (OSTP) Data

	Subgroup	Met RSA Criteria		Did Not Meet RSA Criteria		Total Student Population	
IEP	IEP – Yes	4,019	45.5%	4,811	54.5%	8,830	17.5%
	IEP – No	35,410	85.3%	6,088	14.7%	41,498	82.5%
EL	EL – Yes	4,121	61.9%	2,539	38.1%	6,660	13.1%
	EL – No	35,308	80.9%	8,360	19.1%	43,668	86.8%
FRL	FRL – Yes	24,998	72.6%	9,443	27.4%	34,441	68.4%
	FRL – No	14,431	90.8%	1,456	9.2%	15,887	31.6%
Race/Ethnicity	American Indian	5,160	78.4%	1,418	21.6%	6,578	13.1%
	Asian	787	87.0%	118	13.0%	905	1.8%
	Black	2,760	62.9%	1,631	37.1%	4,391	8.7%
	Hispanic	6,331	68.1%	2,971	31.9%	9,302	18.5%
	Pacific Islander	112	67.1%	55	32.9%	167	0.3%
	White	20,042	84.6%	3,652	15.4%	23,694	47.1%
	Two or More	4,237	80.1%	1,054	19.9%	5,291	10.5%
	Total	**39,429**	**78.3%**	**10,899**	**21.7%**	**50,328**	

Table 6. 2019 Oklahoma State Testing Program (OSTP) Data

	Subgroup	Met RSA Criteria		Did Not Meet RSA Criteria		Total Student Population	
IEP	IEP – Yes	4,355	48.8%	4,570	51.2%	8,925	17.6%
	IEP – No	35,647	85.0%	6,281	15.0%	41,928	82.4%
EL	EL – Yes	4,326	62.5%	2,599	37.5%	6,925	13.6%
	EL – No	35,676	81.2%	8,252	18.8%	43,928	86.4%
FRL	FRL – Yes	24,851	72.7%	9,339	27.3%	34,190	67.2%
	FRL – No	15,151	90.9%	1,512	9.1%	16,663	32.8%
Race/Ethnicity	American Indian	5,061	79.5%	1,304	20.5%	6,365	12.5%
	Asian	864	86.7%	133	13.3%	997	2.0%
	Black	2,781	63.5%	1,599	36.5%	4,380	8.6%
	Hispanic	6,364	67.8%	3,027	32.2%	9,391	18.5%
	Pacific Islander	129	60.3%	85	39.7%	214	0.4%
	White	20,284	84.7%	3,667	15.3%	23,951	47.1%
	Two or More	4,519	81.4%	1,036	18.6%	5,555	10.9%
	Total	**40,002**	**78.7%**	**10,851**	**21.3%**	**50,853**	

Table 7. 2021 Oklahoma State Testing Program (OSTP) Data

	Subgroup	Met RSA Criteria		Did Not Meet RSA Criteria		Total Student Population	
IEP	IEP – Yes	3,249	38.6%	5,178	61.4%	8,427	17.2%
	IEP – No	27,808	73.7%	9,909	26.3%	37, 717	76.9%
EL	EL – Yes	3,168	48.3%	3,386	51.7%	6,554	13.4%
	EL – No	27,889	70.4%	11,701	29.6%	39,590	80.7%
FRL	FRL – Yes	12,155	57.3%	9, 075	42.7%	21,230	43.3%
	FRL – No	18,902	75.9%	6, 012	24.1%	24,914	50.8%
Race/Ethnicity	American Indian	3,813	68.5%	1,753	31.5%	5,566	11.4%
	Asian	844	77.6%	243	22.4%	1,087	2.2%
	Black	1,642	45.9%	1,937	54.1%	3,579	7.3%
	Hispanic	4,835	54.4%	4,059	45.6%	8,894	18.1%
	Pacific Islander	117	49.4%	120	50.6%	237	0.5%
	White	15,968	75.3%	5,237	24.7%	21,205	43.2%
	Two or More	3,838	68.8%	1,738	31.2%	5,576	11.4%
	Total	**31,057**	**63.3%**	**17,981**	**36.7%**	**49,038**	

Evaluation Points

- 2020 OSTP data were not included due to federal assessment and accountability waivers in all states due to the onset of the novel coronavirus pandemic.
- Students on an Individualized Education Program (IEP) who did not meet RSA criteria increased from 51.2% in SY2019 to 61.4% in SY2021, a 10.2% increase.
- Students receiving English learner (EL) services who did not meet RSA criteria increased from 37.5% in SY2019 to 51.7% in SY2021, a 14.2% increase.
- Black/African American students who did not meet RSA criteria increased from 36.5% in SY2019 to 54.1% in SY2021, an increase of 17.6% and the largest increase in any subgroup population.
- Hispanic/Latino students who did not meet RSA criteria increased from 32.2% in SY2019 to 45.6% in SY2021, a 13.4% increase.
- Students identified as eligible for free and reduced lunch who did not meet RSA criteria increased from 27.3% in SY2019 to 42.7% in SY2021, a 15.4% increase, the second-largest of any subgroup population.
- In SY2020-2021, all subgroup populations saw an increase in students who did not meet RSA criteria, but the aforementioned subgroup population data indicate a significant increase in students not meeting RSA criteria from SY2019 to SY2021.

Question 5

How many third-grade students participated in the Oklahoma School Testing Program (OSTP) and, of that number, how many met proficiency on a screening instrument, how many were promoted through each of the good-cause exemptions, how many were retained, and how many were promoted through probationary promotion?

Through the Reading Sufficiency Act, students have four pathways to promotion to fourth grade:

- *Pathway 1:* Meet RSA criteria on the reading and vocabulary portions of the OSTP[6]
- *Pathway 2:* Demonstrate reading proficiency through one of the State Board of Education-approved screening assessments[7]
- *Pathway 3*: Meet the requirements for one of the seven good-cause exemptions[8]
- *Pathway 4:* Obtain a unanimous decision by the Student Reading Proficiency Team (SRPT) to be promoted with probation[9]

To determine the number of students promoted by each of the pathways or retained, districts reported the data to OSDE as represented in Tables 8 and 9. Any discrepancies between the data in this section and the previous section are due to variations in reporting structures. When reporting promotion decisions, districts often indicate all promotion options a student may be eligible for. In this case, those data are reported here as a hierarchy. Students with multiple promotion pathways are tallied in the order of the pathways. For example, if a student qualified for promotion through both a screening assessment (Pathway 2) and good-cause exemption 5 (Pathway 3), the student was included in the data for Pathway 2 only. Due to the global pandemic, the OSTP was waived in spring 2020. As a result, third-grade students could not demonstrate reading proficiency by meeting RSA criteria on the state test. For each third-grade student, districts had to determine if one of the other pathways to promotion applied.

[6] See *Third Grade Reading Proficiency* (70 O.S.§1210.508C (I)(4))
[7] See *Third Grade Reading Proficiency* (70 O.S.§1210.508C (I)(1))
[8] See *Good Cause Exemptions* (70 O.S.§1210.508C (L))
[9] See *Probationary Promotion* (70 O.S.§1210.508C (I)(5))

Table 8. Promotion Pathways and Retention Decisions

		2018		2019		2020		2021	
Promotion	Pathway 1: Met Criteria on OSTP	39,429	76.3%	40,002	77.6%	n/a	n/a	31,057	62.7%
	Pathway 2: Screening Assessment	3,574	6.9%	2,673	5.2%	29,093	62.4%	5,680	11.5%
	Pathway 3: Good-Cause Exemption	3,793	7.3%	3,644	7.1%	9,269	19.9%	7,056	14.2%
	Pathway 4: Probationary Promotion through SRPT	3,316	6.4%	3,660	7.1%	7,114	15.3%	4,534	9.2%
	Retained	1,591	3.1%	1,543	3.0%	1,171	2.5%	1,208	2.4%
	Total	**51,703**		**51,522**		**46,647**		**49,535**	

Table 9. Promotion by Good-Cause Exemption

	2018		2019		2020		2021	
Exemption 1	219	5.8%	266	7.3%	434	4.7%	382	5.4%
Exemption 2	707	18.6%	789	21.7%	1,138	12.3%	914	13.0%
Exemption 3	302	8.0%	225	6.2%	458	4.9%	308	4.4%
Exemption 4	349	9.2%	243	6.7%	758	8.2%	409	5.8%
Exemption 5	2,026	53.4%	1,917	52.6%	4,087	44.1%	3,647	51.7%
Exemption 6	181	4.8%	193	5.3%	2,324	25.1%	1,372	19.4%
Exemption 7	9	0.2%	11	0.3%	70	0.8%	24	0.3%

Evaluation Points

- Table 8 shows that in SY2021, 31,057 or 62.7% of students were promoted through OSTP assessments, and a total of 17,270 or 34.9% of students were promoted through Pathways 2 - 4 combined.
- However, the actual percentage of students retained remained relatively consistent with years prior at 2.4% because students were promoted through one of the other pathways.
- Table 9 shows that of the good-cause exemptions, “Progress on IEP Goals” was most commonly used at 51.7%.
- The data from SY2020 cannot be compared to previous or subsequent years because OSTP assessments were not given in spring 2020.

Reading Proficiency by Demographics

Question 6

How does reading proficiency vary by socioeconomic status, learning disability status, English learner (EL) status and race/ethnicity?

The intent of this question in legislation is to evaluate how the demographic data for RSA also correlates to other significant areas of study. Over time, longitudinal studies will be able to highlight data on student retention and correlation to graduation rates. This data is currently being collected and will be available in 2030.

The information included in Tables 10 through 13 addresses the promotion and retention decisions reported by districts based on student socioeconomic status, learning disability, English learner status and race/ethnicity in three school years. OSTP assessments were not given in SY2020, so this information is not available for Pathway 1 in that year.

Table 10. Promotion Decisions for Students with an Individualized Educational Program (IEP)

		Pathway 1: OSTP	Pathway 2: Screener	Pathway 3: Exemption	Pathway 4: SRPT	Retained	Total Student Population
2019	IEP - No	35,647 85.0%	2,163 5.2%	900 2.1%	2,126 5.1%	1,093 2.6%	**41,929** **81.4%**
	IEP - Yes	4,355 45.4%	506 5.3%	2,745 28.6%	1,534 16.0%	450 4.7%	**9,590** **18.6%**
2020	IEP - No	n/a	26,467 69.7%	3,944 10.4%	6,541 17.2%	994 2.6%	**37,946** **81.2%**
	IEP - Yes	n/a	2,716 30.9%	5,255 59.8%	643 7.3%	177 2.0%	**8,791** **18.8%**
2021	IEP - No	27,808 68.8%	5,010 12.4%	2,610 6.5%	3,991 9.9%	1,024 2.5%	**40,443** **81.6%**
	IEP - Yes	3,249 35.7%	670 7.4%	4,446 48.9%	543 6.0%	184 2.0%	**9,092** **18.4%**

Table 11. Promotion Decisions for Students Who Are English Learners

		Pathway 1: OSTP	Pathway 2: Screener	Pathway 3: Exemption	Pathway 4: SRPT	Retained	Total Student Population
2019	EL - No	35,646 79.7%	2,100 4.7%	2,985 6.7%	2,704 6.0%	1,277 2.9%	**44,742** **87%**
	EL - Yes	4,326 63.8%	569 8.4%	660 9.7%	956 14.1%	266 3.9%	**6,777** **13.2%**
2020	EL - No	n/a	26,355 65.7%	7,480 18.6%	5,281 13.2%	1,008 2.5%	**40,124** **85.9%**
	EL - Yes	n/a	2,828 42.8%	1,719 26.0%	1,903 28.8%	163 2.5%	**6,613** **14.1%**
2021	EL - No	27,889 65.1%	4,909 11.5%	5,976 13.9%	3,042 7.1%	1,052 2.5%	**42,868** **86.5%**
	EL - Yes	3,168 47.5%	771 11.6%	1,080 16.2%	1,492 22.4%	156 2.3%	**6,667** **13.5%**

Table 12. Promotion Decisions for Students Who Are Economically Disadvantaged

		Pathway 1: OSTP	Pathway 2: Screener	Pathway 3: Exemption	Pathway 4: SRPT	Retained	Total Student Population
2019	FRL - No	15,151 86.1%	670 3.8%	793 4.5%	709 4.0%	271 1.5%	**17,594** **34.2%**
	FRL - Yes	24,851 73.3%	1,999 5.9%	2,852 8.4%	2,951 8.7%	1,272 3.7%	**33,925** **65.8%**
2020	FRL - No	n/a	12,192 78.4%	1,747 11.2%	1,369 8.8%	242 1.6%	**15,550** **33.3%**
	FRL - Yes	n/a	16,990 54.5%	7,452 23.9%	5,815 18.6%	929 3.0%	**31,186** **66.7%**
2021	FRL - No	18,902 68.3%	3,118 11.3%	3,596 13.0%	1,364 4.9%	689 2.5%	**27,669** **55.9%**
	FRL - Yes	12,155 55.6%	2,562 11.7%	3,460 15.8%	3,170 14.5%	519 2.4%	**21,866** **44.1%**

Table 13. Promotion Decisions by Race/Ethnicity

		Pathway 1: OSTP	Pathway 2: Screener	Pathway 3: Exemption	Pathway 4: SRPT	Retained	Total Student Population
2019	American Indian	5,061 73.7%	395 5.8%	745 10.8%	414 6.0%	253 3.7%	**6,868** **13.3%**
	Asian	864 79.9%	55 5.1%	66 6.1%	82 7.6%	15 1.4%	**1,082** **2.1%**
	Black	2,781 58.0%	469 9.8%	439 9.2%	784 16.4%	321 6.7%	**4,794** **9.3%**
	Hispanic	6,364 70.0%	603 6.6%	681 7.5%	1,129 12.4%	316 3.5%	**9,093** **17.6%**
	Pacific Islander	129 47.8%	39 14.4%	33 12.2%	50 18.5%	19 7.0%	**270** **0.5%**
	White	20,284 83.6%	956 3.9%	1,513 6.2%	988 4.1%	529 2.2%	**24,270** **47.0%**
	Two or More	4,519 86.5%	174 3.3%	184 3.5%	244 4.7%	101 1.9%	**5,222** **10.1%**
	Total	**40,002** **77.5%**	**2,691** **5.2%**	**3,661** **7.1%**	**3,691** **7.2%**	**1,554** **3.0%**	**51,599**

		Pathway 1: OSTP	Pathway 2: Screener	Pathway 3: Exemption	Pathway 4: SRPT	Retained	Total Student Population
2020	American Indian	n/a	3,471 64.0%	1,201 22.1%	588 10.8%	167 3.1%	**5,427** **11.6%**
	Asian	n/a	714 72.4%	119 12.1%	144 14.6%	9 0.9%	**986** **2.1%**
	Black	n/a	1,713 40.5%	1,107 26.2%	1,266 29.9%	145 3.4%	**4,231** **9.1%**
	Hispanic	n/a	4,477 50.7%	1,996 22.6%	2,132 24.1%	225 2.5%	**8,830** **18.9%**
	Pacific Islander	n/a	97 45.8%	41 19.3%	67 31.6%	7 3.3%	**212** **0.5%**
	White	n/a	15,217 70.2%	3,786 17.5%	2,189 10.1%	474 2.2%	**21,666** **46.4%**
	Two or More	n/a	3,489 64.9%	949 17.6%	796 14.8%	144 2.7%	**5,378** **11.5%**
	Total	**n/a**	**29,178** **62.4%**	**9,199** **19.7%**	**7,182** **15.4%**	**1,171** **2.5%**	**46,730**
2021	American Indian	4,835 61.8%	1,107 14.2%	1,449 18.5%	166 2.1%	263 3.4%	**7,820** **16.3%**
	Asian	844 73.8%	114 10.0%	81 7.1%	91 8.0%	14 1.2%	**1,144** **2.4%**
	Black	1,642 41.6%	611 15.5%	668 16.9%	886 22.4%	143 3.6%	**3,950** **8.2%**
	Hispanic	4,835 61.8%	1,107 14.2%	1,449 18.5%	166 2.1%	263 3.4%	**7,820** **16.3%**
	Pacific Islander	117 48.1%	38 15.6%	38 15.6%	44 18.1%	6 2.5%	**243** **0.5%**
	White	15,968 69.8%	2,438 10.7%	2,935 12.8%	1,071 4.7%	453 2.0%	**22,865** **47.6%**
	Two or More	3,838 61.9%	840 13.5%	848 13.7%	484 7.8%	192 3.1%	**6,202** **12.9%**
	Total	**31,057** **64.6%**	**5,680** **11.8%**	**7,056** **14.7%**	**3,054** **6.4%**	**1,208** **2.5%**	**48,055**

Evaluation Points

- Based on Table 10, 35.7% of students on an IEP were promoted through OSTP scores in SY2021 compared to 45.4% promoted in SY2019. Furthermore, 48.9% of students on an IEP were promoted through the good-cause exemption, an increase of 20.3% over the SY2019 promotion percentage of 28.6%.
- Based on Table 11, 47.5% of English learners were promoted through OSTP scores in SY2021 compared to 63.8% in SY2019.
- Based on Table 12, 55.6% of economically disadvantaged students were promoted through OSTP scores in SY2021 compared to 73.3% in SY2019.
- When evaluating the promotion decisions for demographic subgroups, in SY2019, 77.5% of all students were promoted through OSTP scores. However, when evaluated by subgroup, the promotion percentages show greater disparity among certain subgroups, including Black/African American, Hispanic and Pacific Islander.
- For example, in 2019, 6.7% of Black students and 7.0% of Pacific Islander students were retained, respectively. However, in SY2021, this gap closed; only 3.6% of Black students and 2.5% of Pacific Islander students were retained, which is on par with the retention data for other subgroup populations.
- The retention percentages for SY2021 average 2.5%, lower than in SY2019 and SY2020.

RSA Funding Allocations

Question 7

What funding was appropriated to each district for reading remediation?

The Oklahoma State Department of Education's Office of State Aid maintains records of funding allocated to each district. Those amounts are reported in Figure 5 and Table 14.

Since Fiscal Year 2014, RSA funds have been allocated and paid without districts submitting claims for reimbursement. Instead, the total allocation has been disbursed to districts for their use through the school year. Funds are disbursed after every school site serving kindergarten through third-grade students has certified their Beginning of Year data report and submitted an Annual District Reading Plan approved by the Oklahoma State Department of Education. Funds are generally received by districts in December of each year.

RSA funds may be used for the following:

- Salaries for teachers and teaching assistants for before-school and after-school programs
- Salaries for summer school teachers and school year reading interventionists
- Data processing, software and internet services
- Printing and binding, copy supplies and office supplies
- Instructional materials for students identified and placed on a program of reading instruction
- Approved screening assessments, academic student assessment supplies and materials

- Books, state-adopted textbooks, supplemental non-state-adopted textbooks, workbooks, magazines, approved technology-related equipment and reading software
- Contracted services (non-payroll personnel) for off-site, on-site or online professional development training
- Travel and registration fees for teachers, paraprofessionals and interventionists to attend approved RSA professional development training
- Salaries for bus drivers providing student transportation for before- and after-school programs or the Summer Academy Reading Program for RSA

Figure 5. Annual Funding for Reading Sufficiency

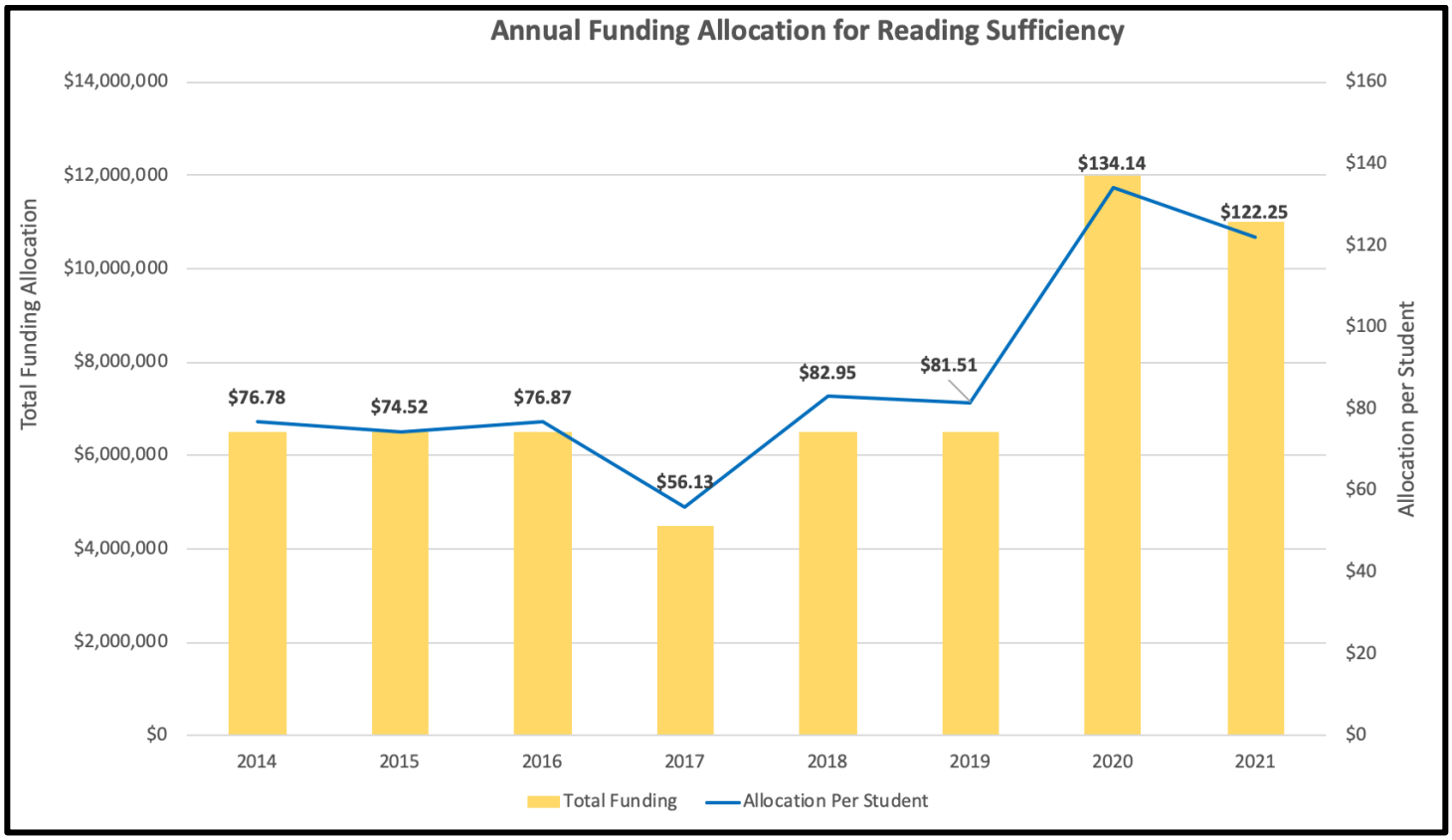


Table 14. RSA Funding Appropriated to Each District

County	District	2019	2020	2021
ADAIR	CAVE SPRINGS	$1,630.20	$1,475.54	$1,467.00
ADAIR	DAHLONEGAH	$1,793.22	$4,024.20	$9,291.00
ADAIR	GREASY	$1,304.16	$2,682.80	$0.00
ADAIR	MARYETTA	$6,846.84	$9,658.08	$15,159.00
ADAIR	PEAVINE	$2,119.26	$1,743.82	$3,178.50
ADAIR	ROCKY MOUNTAIN	$2,608.32	$3,219.36	$3,300.75
ADAIR	STILWELL	$13,612.17	$21,194.12	$20,171.25
ADAIR	WATTS	$1,548.69	$3,621.78	$4,523.25
ADAIR	WESTVILLE	$11,166.87	$20,255.14	$17,237.25
ADAIR	ZION	$3,341.91	$5,768.02	$4,767.75
ALFALFA	BURLINGTON	$407.55	$1,877.96	$1,100.25
ALFALFA	CHEROKEE	$2,037.75	$1,877.96	$3,056.25
ALFALFA	TIMBERLAKE	$1,222.65	$2,816.94	$2,322.75
ATOKA	ATOKA	$5,868.72	$7,243.56	$11,002.50
ATOKA	CANEY	$3,097.38	$5,231.46	$8,435.25
ATOKA	HARMONY	$1,874.73	$4,963.18	$5,868.00
ATOKA	LANE	$3,830.97	$7,377.70	$6,601.50
ATOKA	STRINGTOWN	$2,037.75	$1,341.40	$1,589.25
ATOKA	TUSHKA	$2,363.79	$3,890.06	$4,645.50
BEAVER	BALKO	$570.57	$1,475.54	$1,344.75

COUNTY	DISTRICT	2019	2020	2021
BEAVER	BEAVER	$2,934.36	$5,633.88	$3,056.25
BEAVER	FORGAN	$244.53	$536.56	$489.00
BEAVER	TURPIN	$2,771.34	$3,755.92	$3,545.25
BECKHAM	ELK CITY	$12,552.54	$27,096.28	$24,205.50
BECKHAM	ERICK	$1,304.16	$2,682.80	$2,078.25
BECKHAM	MERRITT	$7,580.43	$12,206.74	$13,203.00
BECKHAM	SAYRE	$8,640.06	$9,121.52	$13,569.75
BLAINE	CANTON	$2,934.36	$3,621.78	$4,401.00
BLAINE	GEARY	$5,298.15	$3,890.06	$3,300.75
BLAINE	OKEENE	$1,548.69	$1,877.96	$3,056.25
BLAINE	WATONGA	$5,053.62	$10,731.20	$10,024.50
BRYAN	ACHILLE	$3,504.93	$8,853.24	$8,802.00
BRYAN	BENNINGTON	$4,890.60	$5,365.60	$4,401.00
BRYAN	CADDO	$3,830.97	$6,438.72	$5,868.00
BRYAN	CALERA	$4,890.60	$8,584.96	$9,657.75
BRYAN	COLBERT	$4,727.58	$10,462.92	$7,335.00
BRYAN	DURANT	$40,999.53	$63,984.78	$57,824.25
BRYAN	ROCK CREEK	$4,564.56	$8,182.54	$10,024.50
BRYAN	SILO	$8,721.57	$15,694.38	$18,582.00
CADDO	ANADARKO	$14,916.33	$25,620.74	$22,127.25
CADDO	BINGER-ONEY	$2,200.77	$4,694.90	$3,912.00

COUNTY	DISTRICT	2019	2020	2021
CADDO	BOONE-APACHE	$3,260.40	$5,902.16	$4,890.00
CADDO	CARNEGIE	$5,461.17	$7,511.84	$6,357.00
CADDO	CEMENT	$2,200.77	$3,219.36	$1,589.25
CADDO	CYRIL	$3,097.38	$8,987.38	$5,745.75
CADDO	FORT COBB-BROXTON	$2,200.77	$7,243.56	$3,545.25
CADDO	GRACEMONT	$1,793.22	$2,280.38	$2,811.75
CADDO	HINTON	$2,363.79	$4,963.18	$7,212.75
CADDO	HYDRO-EAKLY	$3,097.38	$6,438.72	$4,890.00
CADDO	LOOKEBA SICKLES	$1,630.20	$2,280.38	$2,078.25
CANADIAN	BANNER	$1,630.20	$3,621.78	$4,890.00
CANADIAN	CALUMET	$1,385.67	$2,146.24	$1,711.50
CANADIAN	DARLINGTON	$2,200.77	$5,499.74	$4,523.25
CANADIAN	EL RENO	$37,820.64	$58,350.90	$42,543.00
CANADIAN	MAPLE	$2,037.75	$2,816.94	$3,545.25
CANADIAN	MUSTANG	$110,201.52	$231,659.78	$198,045.00
CANADIAN	PIEDMONT	$12,144.99	$42,522.38	$51,589.50
CANADIAN	RIVERSIDE	$570.57	$1,073.12	$978.00
CANADIAN	UNION CITY	$2,037.75	$3,755.92	$4,034.25
CANADIAN	YUKON	$82,895.67	$139,371.46	$125,673.00
CARTER	ARDMORE	$28,365.48	$51,912.18	$55,257.00
CARTER	DICKSON	$7,172.88	$21,462.40	$14,058.75

COUNTY	DISTRICT	2019	2020	2021
CARTER	FOX	$2,608.32	$2,951.08	$2,567.25
CARTER	HEALDTON	$6,846.84	$13,145.72	$7,090.50
CARTER	LONE GROVE	$9,210.63	$13,950.56	$13,447.50
CARTER	PLAINVIEW	$10,270.26	$20,925.84	$30,807.00
CARTER	SPRINGER	$2,771.34	$4,158.34	$3,056.25
CARTER	WILSON	$3,015.87	$6,572.86	$7,701.75
CARTER	ZANEIS	$4,238.52	$8,987.38	$7,824.00
CHEROKEE	BRIGGS	$9,292.14	$15,694.38	$10,269.00
CHEROKEE	CHEROKEE IMMERSION CHARTER	$896.61	$5,902.16	$5,012.25
CHEROKEE	GRAND VIEW	$11,900.46	$18,108.90	$14,670.00
CHEROKEE	HULBERT	$3,341.91	$8,048.40	$8,802.00
CHEROKEE	KEYS	$7,254.39	$6,572.86	$4,645.50
CHEROKEE	LOWREY	$896.61	$1,609.68	$2,934.00
CHEROKEE	NORWOOD	$1,222.65	$2,146.24	$2,078.25
CHEROKEE	PEGGS	$2,689.83	$6,170.44	$4,156.50
CHEROKEE	SHADY GROVE	$1,956.24	$3,353.50	$3,545.25
CHEROKEE	TAHLEQUAH	$30,729.27	$62,911.66	$53,301.00
CHEROKEE	TENKILLER	$2,852.85	$5,902.16	$4,645.50
CHEROKEE	WOODALL	$3,015.87	$4,158.34	$7,457.25
CHOCTAW	BOSWELL	$4,075.50	$7,109.42	$6,357.00
CHOCTAW	FORT TOWSON	$3,667.95	$6,304.58	$5,745.75

COUNTY	DISTRICT	2019	2020	2021
CHOCTAW	HUGO	$20,948.07	$30,852.20	$26,406.00
CHOCTAW	SOPER	$2,852.85	$5,633.88	$5,990.25
CHOCTAW	SWINK	$2,608.32	--	--
CIMARRON	BOISE CITY	$2,852.85	$2,951.08	$2,078.25
CIMARRON	FELT	$489.06	$1,475.54	$611.25
CIMARRON	KEYES	$570.57	$804.84	$0.00
CLEVELAND	LEXINGTON	$9,292.14	$17,438.20	$12,102.75
CLEVELAND	LITTLE AXE	$6,928.35	$23,742.78	$19,315.50
CLEVELAND	MOORE	$169,051.74	$316,570.40	$300,123.75
CLEVELAND	NOBLE	$28,528.50	$44,668.62	$56,968.50
CLEVELAND	NORMAN	$90,965.16	$266,267.90	$234,231.00
CLEVELAND	ROBIN HILL	$570.57	$1,207.26	$1,467.00
COAL	COALGATE	$4,890.60	$8,584.96	$11,613.75
COAL	COTTONWOOD	$1,222.65	$2,414.52	$1,833.75
COAL	TUPELO	$3,178.89	$3,487.64	$3,667.50
COMANCHE	BISHOP	$7,906.47	$14,352.98	$11,491.50
COMANCHE	CACHE	$19,888.44	$28,169.40	$24,327.75
COMANCHE	CHATTANOOGA	$2,282.28	$4,426.62	$3,545.25
COMANCHE	ELGIN	$13,041.60	$21,730.68	$21,638.25
COMANCHE	FLETCHER	$4,157.01	$6,170.44	$7,090.50
COMANCHE	FLOWER MOUND	$5,379.66	$6,170.44	$4,890.00

COUNTY	DISTRICT	2019	2020	2021
COMANCHE	GERONIMO	$1,793.22	$2,280.38	$2,934.00
COMANCHE	INDIAHOMA	$1,385.67	$2,951.08	$1,956.00
COMANCHE	LAWTON	$188,206.59	$324,618.80	$263,448.75
COMANCHE	STERLING	$2,363.79	$4,158.34	$2,934.00
COTTON	BIG PASTURE	$3,097.38	$4,426.62	$4,034.25
COTTON	TEMPLE	$2,852.85	$2,146.24	$2,445.00
COTTON	WALTERS	$4,320.03	$7,377.70	$10,513.50
CRAIG	BLUEJACKET	$2,852.85	$4,426.62	$4,401.00
CRAIG	KETCHUM	$3,993.99	$6,841.14	$9,657.75
CRAIG	VINITA	$9,944.22	$18,645.46	$17,481.75
CRAIG	WELCH	$733.59	$1,743.82	$3,056.25
CRAIG	WHITE OAK	$81.51	$134.14	$366.75
CREEK	ALLEN-BOWDEN	$4,890.60	$8,719.10	$6,968.25
CREEK	BRISTOW	$13,367.64	$27,230.42	$28,606.50
CREEK	DEPEW	$1,874.73	$2,548.66	$3,300.75
CREEK	DRUMRIGHT	$4,483.05	$6,036.30	$7,457.25
CREEK	GYPSY	$489.06	$804.84	$1,222.50
CREEK	KELLYVILLE	$8,803.08	$16,901.64	$14,792.25
CREEK	KIEFER	$4,320.03	$16,365.08	$11,736.00
CREEK	LONE STAR	$7,498.92	$9,121.52	$16,626.00
CREEK	MANNFORD	$8,966.10	$16,096.80	$20,049.00

COUNTY	DISTRICT	2019	2020	2021
CREEK	MOUNDS	$1,956.24	$4,158.34	$5,134.50
CREEK	OILTON	$1,793.22	$3,487.64	$4,034.25
CREEK	OLIVE	$1,711.71	$3,085.22	$3,667.50
CREEK	PRETTY WATER	$2,282.28	$2,682.80	$3,545.25
CREEK	SAPULPA	$40,591.98	$63,448.22	$60,024.75
CUSTER	ARAPAHO-BUTLER	$1,956.24	$3,353.50	$2,078.25
CUSTER	CLINTON	$21,437.13	$32,864.30	$38,631.00
CUSTER	THOMAS-FAY-CUSTER UNIFIED DIST	$1,141.14	$4,560.76	$2,567.25
CUSTER	WEATHERFORD	$21,192.60	$22,267.24	$26,650.50
DELAWARE	CLEORA	$489.06	$1,073.12	$611.25
DELAWARE	COLCORD	$8,558.55	$11,938.46	$12,958.50
DELAWARE	GROVE	$44,015.40	$59,289.88	$53,301.00
DELAWARE	JAY	$16,138.98	$21,998.96	$32,274.00
DELAWARE	KANSAS	$2,852.85	$4,426.62	$3,789.75
DELAWARE	KENWOOD	$1,222.65	$2,548.66	$1,956.00
DELAWARE	LEACH	$3,097.38	$6,438.72	$5,501.25
DELAWARE	MOSELEY	$3,586.44	$4,292.48	$4,523.25
DELAWARE	OAKS-MISSION	$2,119.26	$2,280.38	$1,711.50
DEWEY	SEILING	$4,727.58	$7,243.56	$7,946.25
DEWEY	TALOGA	$326.04	$1,743.82	$2,322.75
DEWEY	VICI	$1,141.14	$3,487.64	$3,300.75

COUNTY	DISTRICT	2019	2020	2021
ELLIS	ARNETT	$733.59	$1,743.82	$978.00
ELLIS	FARGO	$1,141.14	$1,207.26	$2,567.25
ELLIS	SHATTUCK	$1,385.67	$4,158.34	$2,934.00
GARFIELD	CHISHOLM	$10,840.83	$19,047.88	$16,992.75
GARFIELD	COVINGTON-DOUGLAS	$1,304.16	$1,743.82	$1,222.50
GARFIELD	DRUMMOND	$2,119.26	$4,292.48	$2,689.50
GARFIELD	ENID	$107,593.20	$172,772.32	$160,514.25
GARFIELD	GARBER	$4,075.50	$5,902.16	$5,868.00
GARFIELD	KREMLIN-HILLSDALE	$1,304.16	$2,414.52	$1,589.25
GARFIELD	PIONEER-PLEASANT VALE	$5,542.68	$8,853.24	$6,601.50
GARFIELD	WAUKOMIS	$1,630.20	$5,902.16	$3,789.75
GARVIN	ELMORE CITY-PERNELL	$3,586.44	$3,890.06	$5,990.25
GARVIN	LINDSAY	$11,655.93	$21,462.40	$16,992.75
GARVIN	MAYSVILLE	$3,260.40	$3,890.06	$4,278.75
GARVIN	PAOLI	$1,222.65	$938.98	$1,711.50
GARVIN	PAULS VALLEY	$13,856.70	$21,194.12	$21,271.50
GARVIN	STRATFORD	$4,972.11	$9,389.80	$10,146.75
GARVIN	WHITEBEAD	$5,624.19	$8,316.68	$7,335.00
GARVIN	WYNNEWOOD	$5,542.68	$9,523.94	$12,469.50
GRADY	ALEX	$2,689.83	$6,841.14	$3,667.50
GRADY	AMBER-POCASSET	$5,624.19	$7,377.70	$5,256.75

COUNTY	DISTRICT	2019	2020	2021
GRADY	BRIDGE CREEK	$10,922.34	$31,657.04	$27,750.75
GRADY	CHICKASHA	$15,568.41	$28,840.10	$28,606.50
GRADY	FRIEND	$1,059.63	$2,012.10	$2,689.50
GRADY	MIDDLEBERG	$1,630.20	$3,353.50	$2,567.25
GRADY	MINCO	$2,852.85	$3,755.92	$5,012.25
GRADY	NINNEKAH	$978.12	$4,158.34	$6,601.50
GRADY	PIONEER	$1,874.73	$2,951.08	$2,934.00
GRADY	RUSH SPRINGS	$2,363.79	$6,841.14	$4,523.25
GRADY	TUTTLE	$12,144.99	$16,230.94	$16,137.00
GRADY	VERDEN	$3,749.46	$4,426.62	$1,222.50
GRANT	DEER CREEK-LAMONT	$407.55	$804.84	$733.50
GRANT	MEDFORD	$1,467.18	$2,816.94	$3,178.50
GRANT	POND CREEK-HUNTER	$896.61	$2,012.10	$1,711.50
GREER	GRANITE	$1,956.24	$2,816.94	$1,956.00
GREER	MANGUM	$8,640.06	$9,792.22	$11,369.25
HARMON	HOLLIS	$6,683.82	$10,462.92	$10,146.75
HARPER	BUFFALO	$1,141.14	$1,877.96	$1,711.50
HARPER	LAVERNE	$3,341.91	$7,243.56	$5,256.75
HASKELL	KEOTA	$3,178.89	$6,841.14	$9,291.00
HASKELL	KINTA	$815.10	$3,890.06	$2,322.75
HASKELL	MCCURTAIN	$1,874.73	$4,426.62	$4,401.00

COUNTY	DISTRICT	2019	2020	2021
HASKELL	STIGLER	$9,699.69	$18,511.32	$19,926.75
HASKELL	WHITEFIELD	$2,363.79	$5,097.32	$5,990.25
HUGHES	CALVIN	$3,178.89	$2,548.66	$4,156.50
HUGHES	HOLDENVILLE	$8,721.57	$17,974.76	$19,315.50
HUGHES	MOSS	$2,363.79	$5,231.46	$5,379.00
HUGHES	STUART	$652.08	$938.98	$2,322.75
HUGHES	WETUMKA	$2,689.83	$8,048.40	$10,513.50
JACKSON	ALTUS	$38,554.23	$56,204.66	$57,457.50
JACKSON	BLAIR	$3,178.89	$4,963.18	$4,890.00
JACKSON	DUKE	$2,363.79	$3,487.64	$2,934.00
JACKSON	NAVAJO	$4,157.01	$5,499.74	$6,234.75
JACKSON	OLUSTEE-ELDORADO	$3,341.91	$938.98	$5,990.25
JEFFERSON	RINGLING	$2,934.36	$5,768.02	$4,278.75
JEFFERSON	RYAN	$1,793.22	$4,694.90	$3,912.00
JEFFERSON	TERRAL	$652.08	$670.70	$611.25
JOHNSTON	WAURIKA	$4,727.58	$10,865.34	$9,657.75
JOHNSTON	COLEMAN	$1,630.20	$3,353.50	$2,811.75
JOHNSTON	MANNSVILLE	$2,771.34	$2,682.80	$1,467.00
JOHNSTON	MILBURN	$978.12	$1,475.54	$1,711.50
JOHNSTON	MILL CREEK	$1,711.71	$4,829.04	$3,056.25
JOHNSTON	RAVIA	$652.08	$1,877.96	$1,344.75

COUNTY	DISTRICT	2019	2020	2021
JOHNSTON	TISHOMINGO	$7,335.90	$7,243.56	$9,657.75
KAY	WAPANUCKA	$3,830.97	$5,365.60	$4,890.00
KAY	BLACKWELL	$16,546.53	$24,681.76	$22,371.75
KAY	KILDARE	$489.06	$1,609.68	$855.75
KAY	NEWKIRK	$8,314.02	$12,609.16	$12,469.50
KAY	PECKHAM	$1,385.67	$1,877.96	$2,445.00
KAY	PONCA CITY	$49,558.08	$76,459.80	$81,296.25
KINGFISHER	TONKAWA	$5,542.68	$9,792.22	$14,181.00
KINGFISHER	CASHION	$4,483.05	$9,255.66	$6,601.50
KINGFISHER	DOVER	$1,793.22	$2,012.10	$1,711.50
KINGFISHER	HENNESSEY	$10,270.26	$17,304.06	$14,547.75
KINGFISHER	KINGFISHER	$7,661.94	$15,291.96	$7,457.25
KINGFISHER	LOMEGA	$652.08	$1,341.40	$1,100.25
KIOWA	OKARCHE	$3,749.46	$5,097.32	$3,423.00
KIOWA	HOBART	$7,498.92	$8,987.38	$11,613.75
KIOWA	LONE WOLF	$815.10	$2,146.24	$1,222.50
KIOWA	MOUNTAIN VIEW-GOTEBO	$2,689.83	$4,829.04	$3,912.00
LATIMER	SNYDER	$3,260.40	$8,316.68	$7,212.75
LATIMER	BUFFALO VALLEY	$1,059.63	$2,146.24	$2,567.25
LATIMER	PANOLA	$1,304.16	$938.98	$2,934.00
LATIMER	RED OAK	$1,304.16	$2,682.80	$855.75

COUNTY	DISTRICT	2019	2020	2021
LE FLORE	WILBURTON	$8,966.10	$13,279.86	$16,014.75
LE FLORE	ARKOMA	$2,608.32	$4,963.18	$3,545.25
LE FLORE	BOKOSHE	$3,178.89	$4,292.48	$2,567.25
LE FLORE	CAMERON	$2,852.85	$5,097.32	$10,024.50
LE FLORE	FANSHAWE	$1,385.67	$2,682.80	$3,545.25
LE FLORE	HEAVENER	$1,141.14	$3,487.64	$5,868.00
LE FLORE	HODGEN	$4,238.52	$6,170.44	$5,745.75
LE FLORE	HOWE	$5,868.72	$8,719.10	$5,379.00
LE FLORE	LE FLORE	$3,912.48	$4,158.34	$3,912.00
LE FLORE	MONROE	$570.57	$2,012.10	$1,833.75
LE FLORE	PANAMA	$8,477.04	$15,962.66	$9,535.50
LE FLORE	POCOLA	$7,580.43	$21,596.54	$13,203.00
LE FLORE	POTEAU	$13,286.13	$19,718.58	$30,684.75
LE FLORE	SHADY POINT	$4,157.01	$5,231.46	$2,445.00
LE FLORE	SPIRO	$18,176.73	$18,511.32	$14,181.00
LE FLORE	TALIHINA	$6,846.84	$9,389.80	$9,168.75
LE FLORE	WHITESBORO	$896.61	$2,414.52	$2,200.50
LINCOLN	WISTER	$978.12	$12,340.88	$8,924.25
LINCOLN	AGRA	$2,689.83	$5,902.16	$3,667.50
LINCOLN	CARNEY	$2,771.34	$4,292.48	$2,322.75
LINCOLN	CHANDLER	$9,699.69	$17,572.34	$14,181.00

COUNTY	DISTRICT	2019	2020	2021
LINCOLN	DAVENPORT	$1,711.71	$3,353.50	$2,934.00
LINCOLN	MEEKER	$7,091.37	$11,938.46	$8,924.25
LINCOLN	PRAGUE	$6,765.33	$15,694.38	$10,024.50
LINCOLN	STROUD	$2,608.32	$6,707.00	$7,090.50
LINCOLN	WELLSTON	$6,113.25	$8,316.68	$10,269.00
LOGAN	WHITE ROCK	$2,363.79	$2,951.08	$4,278.75
LOGAN	COYLE	$4,075.50	$3,487.64	$6,112.50
LOGAN	CRESCENT	$4,075.50	$7,511.84	$9,291.00
LOGAN	GUTHRIE	$34,234.20	$61,704.40	$49,511.25
LOVE	MULHALL-ORLANDO	$2,119.26	$3,219.36	$2,445.00
LOVE	GREENVILLE	$2,282.28	$3,621.78	$1,589.25
LOVE	MARIETTA	$7,987.98	$13,279.86	$14,792.25
LOVE	THACKERVILLE	$4,972.11	$6,841.14	$5,256.75
MAJOR	TURNER	$2,037.75	$5,633.88	$5,256.75
MAJOR	ALINE-CLEO	$407.55	$536.56	$733.50
MAJOR	CIMARRON	$4,238.52	$4,829.04	$4,523.25
MAJOR	FAIRVIEW	$7,987.98	$12,206.74	$11,736.00
MARSHALL	RINGWOOD	$3,097.38	$3,085.22	$2,689.50
MARSHALL	KINGSTON	$9,699.69	$14,352.98	$12,714.00
MAYES	MADILL	$10,596.30	$24,145.20	$28,606.50
MAYES	ADAIR	$6,683.82	$11,938.46	$10,513.50

COUNTY	DISTRICT	2019	2020	2021
MAYES	CHOUTEAU-MAZIE	$6,846.84	$11,401.90	$14,547.75
MAYES	LOCUST GROVE	$19,480.89	$18,511.32	$15,281.25
MAYES	OSAGE	$1,630.20	$5,365.60	$3,789.75
MAYES	PRYOR	$31,788.90	$53,521.86	$40,831.50
MAYES	SALINA	$9,862.71	$14,621.26	$13,814.25
MCCLAIN	WICKLIFFE	$733.59	$1,609.68	$2,078.25
MCCLAIN	BLANCHARD	$11,248.38	$24,011.06	$22,005.00
MCCLAIN	DIBBLE	$8,966.10	$12,877.44	$10,024.50
MCCLAIN	NEWCASTLE	$12,144.99	$27,096.28	$39,609.00
MCCLAIN	PURCELL	$11,574.42	$20,255.14	$26,406.00
MCCLAIN	WASHINGTON	$5,624.19	$7,914.26	$4,890.00
MCCURTAIN	WAYNE	$4,809.09	$9,121.52	$8,313.00
MCCURTAIN	BATTIEST	$1,630.20	$2,548.66	$2,445.00
MCCURTAIN	BROKEN BOW	$10,025.73	$17,035.78	$21,516.00
MCCURTAIN	DENISON	$1,874.73	$4,560.76	$5,501.25
MCCURTAIN	EAGLETOWN	$1,304.16	$2,682.80	$2,934.00
MCCURTAIN	FOREST GROVE	$2,608.32	$3,890.06	$2,322.75
MCCURTAIN	GLOVER	$978.12	$1,207.26	$2,200.50
MCCURTAIN	HAWORTH	$2,934.36	$8,316.68	$9,291.00
MCCURTAIN	HOLLY CREEK	$2,526.81	$3,219.36	$5,256.75
MCCURTAIN	IDABEL	$10,188.75	$13,548.14	$27,995.25

COUNTY	DISTRICT	2019	2020	2021
MCCURTAIN	LUKFATA	$2,037.75	$8,182.54	$5,501.25
MCCURTAIN	SMITHVILLE	$896.61	$1,073.12	$3,056.25
MCCURTAIN	VALLIANT	$5,298.15	$6,707.00	$4,523.25
MCINTOSH	WRIGHT CITY	$5,216.64	$6,707.00	$9,657.75
MCINTOSH	CHECOTAH	$10,596.30	$21,998.96	$15,648.00
MCINTOSH	EUFAULA	$9,536.67	$5,902.16	$14,547.75
MCINTOSH	HANNA	$815.10	$268.28	$611.25
MCINTOSH	MIDWAY	$1,385.67	$2,682.80	$4,767.75
MCINTOSH	RYAL	$2,037.75	$3,621.78	$2,078.25
MURRAY	STIDHAM	$1,630.20	$3,219.36	$3,789.75
MURRAY	DAVIS	$10,188.75	$12,072.60	$14,914.50
MUSKOGEE	SULPHUR	$12,960.09	$13,414.00	$17,726.25
MUSKOGEE	BRAGGS	$1,304.16	$2,816.94	$1,589.25
MUSKOGEE	FORT GIBSON	$7,172.88	$11,804.32	$15,525.75
MUSKOGEE	HASKELL	$8,640.06	$14,352.98	$12,225.00
MUSKOGEE	HILLDALE	$13,775.19	$35,681.24	$27,995.25
MUSKOGEE	MUSKOGEE	$68,060.85	$104,763.34	$75,917.25
MUSKOGEE	OKTAHA	$8,477.04	$10,194.64	$6,234.75
MUSKOGEE	PORUM	$5,787.21	$8,584.96	$9,291.00
MUSKOGEE	WAINWRIGHT	$1,548.69	$1,073.12	$2,567.25
MUSKOGEE	WARNER	$6,683.82	$9,926.36	$8,557.50

COUNTY	DISTRICT	2019	2020	2021
NOBLE	WEBBERS FALLS	$3,097.38	$7,645.98	$2,445.00
NOBLE	BILLINGS	$407.55	$0.00	$611.25
NOBLE	FRONTIER	$4,564.56	$6,438.72	$6,601.50
NOBLE	MORRISON	$4,483.05	$8,719.10	$9,291.00
NOWATA	PERRY	$12,797.07	$26,962.14	$19,071.00
NOWATA	NOWATA	$12,797.07	$13,548.14	$14,058.75
NOWATA	OKLAHOMA UNION	$5,950.23	$7,377.70	$8,679.75
OKFUSKEE	SOUTH COFFEYVILLE	$2,037.75	$4,292.48	$4,890.00
OKFUSKEE	BEARDEN	$815.10	$1,207.26	$1,833.75
OKFUSKEE	GRAHAM-DUSTIN	$1,467.18	$2,548.66	$1,344.75
OKFUSKEE	MASON	$2,934.36	$4,426.62	$4,034.25
OKFUSKEE	OKEMAH	$5,298.15	$8,987.38	$6,968.25
OKFUSKEE	PADEN	$1,467.18	$2,012.10	$3,300.75
OKLAHOMA	WELEETKA	$6,276.27	$8,182.54	$8,068.50
OKLAHOMA	ACADEMY OF SEMINOLE	$0.00	$3,890.06	$2,567.25
OKLAHOMA	ASTEC CHARTERS	$0.00	$0.00	$6,601.50
OKLAHOMA	BETHANY	$8,069.49	$16,767.50	$15,648.00
OKLAHOMA	CHOCTAW-NICOMA PARK	$35,130.81	$69,350.38	$66,504.00
OKLAHOMA	CROOKED OAK	$13,123.11	$26,157.30	$27,628.50
OKLAHOMA	CRUTCHO	$10,759.32	$11,133.62	$7,701.75
OKLAHOMA	DEER CREEK	$48,335.43	$96,446.66	$83,863.50

COUNTY	DISTRICT	2019	2020	2021
OKLAHOMA	DOVE SCHOOLS OF OKC	$6,928.35	$20,121.00	$13,203.00
OKLAHOMA	EDMOND	$144,924.78	$331,728.22	$349,635.00
OKLAHOMA	EPIC BLENDED LEARNING CHARTER	$34,723.26	$90,276.22	$414,183.00
OKLAHOMA	EPIC ONE ON ONE CHARTER SCHOOL	$44,748.99	$112,945.88	$530,442.75
OKLAHOMA	ESCHOOL VIRTUAL	--	$268.28	$6,846.00
OKLAHOMA	HARRAH	$22,333.74	$27,632.84	$24,572.25
OKLAHOMA	JOHN W REX CHARTER ELEMENTARY	$3,423.42	$6,438.72	$9,902.25
OKLAHOMA	JONES	$9,699.69	$16,365.08	$15,525.75
OKLAHOMA	LEMONDE INTERNATIONAL SCHOOL	$978.12	$7,109.42	$3,912.00
OKLAHOMA	LUTHER	$10,840.83	$16,230.94	$13,692.00
OKLAHOMA	MIDWEST CITY-DEL CITY	$183,479.01	$314,558.30	$202,568.25
OKLAHOMA	MILLWOOD	$16,220.49	$23,876.92	$19,804.50
OKLAHOMA	OAKDALE	$2,771.34	$3,487.64	$9,535.50
OKLAHOMA	OKC CHARTER: HUPFELD/W VILLAGE	$9,210.63	$13,279.86	$12,836.25
OKLAHOMA	OKC CHARTER: SANTA FE SOUTH CHARTERS	$19,480.89	$70,557.64	$61,125.00
OKLAHOMA	OKC CHARTER: SEEWORTH ACAD	$1,222.65	--	--
OKLAHOMA	OKLAHOMA CITY	$461,183.58	$1,242,136.40	$837,290.25
OKLAHOMA	OKLAHOMA CONNECTIONS ACAD	$4,157.01	$6,841.14	$14,547.75
OKLAHOMA	OKLAHOMA VIRTUAL CHARTER ACAD	$19,399.38	$19,047.88	$55,134.75
OKLAHOMA	PUTNAM CITY	$179,322.00	$494,171.76	$280,197.00
OKMULGEE	WESTERN HEIGHTS	$55,834.35	$99,800.16	$48,533.25

COUNTY	DISTRICT	2019	2020	2021
OKMULGEE	BEGGS	$9,536.67	$8,450.82	$13,814.25
OKMULGEE	DEWAR	$3,912.48	$4,426.62	$5,256.75
OKMULGEE	HENRYETTA	$11,900.46	$13,011.58	$10,635.75
OKMULGEE	MORRIS	$9,210.63	$14,218.84	$12,836.25
OKMULGEE	OKMULGEE	$14,101.23	$20,255.14	$21,027.00
OKMULGEE	PRESTON	$4,564.56	$7,780.12	$6,846.00
OKMULGEE	SCHULTER	$1,711.71	$2,548.66	$1,467.00
OKMULGEE	TWIN HILLS	$1,711.71	$4,024.20	$3,300.75
OSAGE	WILSON	$1,141.14	$3,487.64	$3,667.50
OSAGE	ANDERSON	$4,727.58	$10,194.64	$3,178.50
OSAGE	AVANT	$1,630.20	$2,012.10	$1,711.50
OSAGE	BARNSDALL	$4,401.54	$7,780.12	$7,212.75
OSAGE	BOWRING	$652.08	$1,207.26	$1,589.25
OSAGE	HOMINY	$7,172.88	$12,206.74	$13,936.50
OSAGE	MCCORD	$4,075.50	$6,572.86	$5,379.00
OSAGE	OSAGE HILLS	$1,874.73	$4,694.90	$5,745.75
OSAGE	PAWHUSKA	$8,884.59	$14,621.26	$12,958.50
OSAGE	PRUE	$3,912.48	$7,511.84	$5,501.25
OSAGE	SHIDLER	$1,467.18	$4,158.34	$2,811.75
OSAGE	WOODLAND	$2,608.32	$4,829.04	$5,379.00
OTTAWA	WYNONA	$1,630.20	$2,012.10	$4,401.00

COUNTY	DISTRICT	2019	2020	2021
OTTAWA	AFTON	$3,912.48	$11,267.76	$7,335.00
OTTAWA	COMMERCE	$6,031.74	$15,560.24	$20,782.50
OTTAWA	FAIRLAND	$6,683.82	$9,255.66	$6,357.00
OTTAWA	MIAMI	$25,838.67	$46,010.02	$51,956.25
OTTAWA	QUAPAW	$5,950.23	$10,194.64	$11,491.50
OTTAWA	TURKEY FORD	$1,467.18	$3,621.78	$1,956.00
PAWNEE	WYANDOTTE	$6,439.29	$9,389.80	$11,736.00
PAWNEE	CLEVELAND	$22,496.76	$28,303.54	$26,406.00
PAWNEE	JENNINGS	$4,238.52	$6,304.58	$6,968.25
PAYNE	PAWNEE	$4,972.11	$9,926.36	$9,413.25
PAYNE	CUSHING	$16,383.51	$17,974.76	$15,403.50
PAYNE	GLENCOE	$3,667.95	$5,633.88	$4,890.00
PAYNE	OAK GROVE	$1,711.71	$2,414.52	$2,445.00
PAYNE	PERKINS-TRYON	$15,323.88	$23,340.36	$21,882.75
PAYNE	RIPLEY	$3,097.38	$5,499.74	$6,968.25
PAYNE	STILLWATER	$83,710.77	$106,775.44	$63,081.00
PITTSBURG	YALE	$4,157.01	$5,231.46	$3,300.75
PITTSBURG	CANADIAN	$5,461.17	$9,121.52	$7,824.00
PITTSBURG	CANADIAN CHARTER: CARLTON LANDING ACADEMY	$489.06	$1,475.54	$978.00
PITTSBURG	CROWDER	$1,874.73	$1,877.96	$1,344.75
PITTSBURG	FRINK-CHAMBERS	$1,059.63	$4,292.48	$6,723.75

COUNTY	DISTRICT	2019	2020	2021
PITTSBURG	HAILEYVILLE	$2,526.81	$5,231.46	$5,745.75
PITTSBURG	HARTSHORNE	$11,003.85	$16,096.80	$12,225.00
PITTSBURG	HAYWOOD	$896.61	$1,743.82	$2,200.50
PITTSBURG	INDIANOLA	$2,119.26	$1,877.96	$3,545.25
PITTSBURG	KIOWA	$1,630.20	$2,951.08	$1,956.00
PITTSBURG	KREBS	$4,890.60	$3,755.92	$5,623.50
PITTSBURG	MCALESTER	$32,848.53	$59,692.30	$53,912.25
PITTSBURG	PITTSBURG	$163.02	$268.28	$366.75
PITTSBURG	QUINTON	$3,260.40	$8,719.10	$10,758.00
PITTSBURG	SAVANNA	$1,874.73	$5,231.46	$3,545.25
PONTOTOC	TANNEHILL	$1,630.20	$2,012.10	$1,100.25
PONTOTOC	ADA	$23,230.35	$45,607.60	$48,044.25
PONTOTOC	ALLEN	$4,890.60	$7,109.42	$5,501.25
PONTOTOC	BYNG	$10,351.77	$16,767.50	$27,261.75
PONTOTOC	LATTA	$4,320.03	$6,438.72	$9,168.75
PONTOTOC	ROFF	$4,320.03	$6,036.30	$4,767.75
PONTOTOC	STONEWALL	$3,667.95	$4,963.18	$5,868.00
POTTAWATOMIE	VANOSS	$5,787.21	$9,523.94	$7,212.75
POTTAWATOMIE	ASHER	$2,037.75	$2,816.94	$2,689.50
POTTAWATOMIE	BETHEL	$5,787.21	$12,475.02	$9,413.25
POTTAWATOMIE	DALE	$1,059.63	$6,707.00	$13,203.00

COUNTY	DISTRICT	2019	2020	2021
POTTAWATOMIE	EARLSBORO	$2,363.79	$6,036.30	$4,278.75
POTTAWATOMIE	GROVE	$4,564.56	$8,450.82	$9,046.50
POTTAWATOMIE	MACOMB	$2,037.75	$5,499.74	$3,423.00
POTTAWATOMIE	MAUD	$4,075.50	$4,426.62	$4,034.25
POTTAWATOMIE	MCLOUD	$19,806.93	$25,486.60	$42,543.00
POTTAWATOMIE	NORTH ROCK CREEK	$7,009.86	$7,780.12	$15,036.75
POTTAWATOMIE	PLEASANT GROVE	$2,771.34	$4,024.20	$1,467.00
POTTAWATOMIE	SHAWNEE	$48,172.41	$75,923.24	$56,846.25
POTTAWATOMIE	SOUTH ROCK CREEK	$3,015.87	$4,829.04	$4,890.00
POTTAWATOMIE	TECUMSEH	$12,878.58	$28,974.24	$29,095.50
PUSHMATAHA	WANETTE	$2,689.83	$2,682.80	$1,467.00
PUSHMATAHA	ALBION	$1,385.67	$2,414.52	$2,445.00
PUSHMATAHA	ANTLERS	$5,216.64	$19,047.88	$15,281.25
PUSHMATAHA	CLAYTON	$3,504.93	$4,292.48	$3,912.00
PUSHMATAHA	MOYERS	$1,059.63	$1,609.68	$1,589.25
PUSHMATAHA	NASHOBA	$652.08	$2,012.10	$978.00
PUSHMATAHA	RATTAN	$4,075.50	$7,243.56	$7,335.00
ROGER MILLS	TUSKAHOMA	$1,222.65	$536.56	$611.25
ROGER MILLS	CHEYENNE	$1,467.18	$3,219.36	$1,956.00
ROGER MILLS	HAMMON	$1,956.24	$5,499.74	$1,589.25
ROGER MILLS	LEEDEY	$896.61	$402.42	$733.50

COUNTY	DISTRICT	2019	2020	2021
ROGER MILLS	REYDON	$1,304.16	$2,280.38	$1,467.00
ROGERS	SWEETWATER	$896.61	$2,012.10	$2,322.75
ROGERS	CATOOSA	$26,653.77	$25,352.46	$36,186.00
ROGERS	CHELSEA	$8,721.57	$13,816.42	$13,447.50
ROGERS	CLAREMORE	$41,896.14	$63,179.94	$55,501.50
ROGERS	FOYIL	$4,075.50	$6,707.00	$6,234.75
ROGERS	INOLA	$7,498.92	$15,694.38	$25,917.00
ROGERS	JUSTUS-TIAWAH	$4,401.54	$7,511.84	$5,379.00
ROGERS	OOLOGAH-TALALA	$10,188.75	$12,743.30	$12,225.00
ROGERS	SEQUOYAH	$10,270.26	$19,047.88	$17,970.75
SEMINOLE	VERDIGRIS	$8,395.53	$13,145.72	$19,071.00
SEMINOLE	BOWLEGS	$2,852.85	$2,682.80	$3,545.25
SEMINOLE	BUTNER	$1,956.24	$1,743.82	$1,956.00
SEMINOLE	JUSTICE	$3,015.87	$4,426.62	$3,545.25
SEMINOLE	KONAWA	$4,564.56	$13,279.86	$8,068.50
SEMINOLE	NEW LIMA	$2,119.26	$4,024.20	$4,523.25
SEMINOLE	SASAKWA	$1,304.16	$4,829.04	$3,667.50
SEMINOLE	SEMINOLE	$19,073.34	$26,157.30	$25,550.25
SEMINOLE	STROTHER	$4,972.11	$8,316.68	$5,745.75
SEMINOLE	VARNUM	$2,771.34	$2,951.08	$3,789.75
SEQUOYAH	WEWOKA	$5,379.66	$10,194.64	$12,225.00

COUNTY	DISTRICT	2019	2020	2021
SEQUOYAH	BELFONTE	$4,646.07	$6,036.30	$8,313.00
SEQUOYAH	BRUSHY	$8,640.06	$9,792.22	$9,168.75
SEQUOYAH	CENTRAL	$2,445.30	$9,926.36	$6,601.50
SEQUOYAH	GANS	$3,260.40	$5,097.32	$5,501.25
SEQUOYAH	GORE	$6,194.76	$18,108.90	$31,051.50
SEQUOYAH	LIBERTY	$3,423.42	$5,902.16	$5,868.00
SEQUOYAH	MARBLE CITY	$1,141.14	$2,414.52	$2,322.75
SEQUOYAH	MOFFETT	$2,037.75	$804.84	$2,811.75
SEQUOYAH	MULDROW	$12,389.52	$21,596.54	$20,782.50
SEQUOYAH	ROLAND	$3,423.42	$7,377.70	$16,381.50
SEQUOYAH	SALLISAW	$15,486.90	$24,011.06	$11,613.75
STEPHENS	VIAN	$6,357.78	$15,023.68	$15,770.25
STEPHENS	BRAY-DOYLE	$3,341.91	$5,902.16	$3,423.00
STEPHENS	CENTRAL HIGH	$1,141.14	$2,012.10	$5,745.75
STEPHENS	COMANCHE	$9,047.61	$13,414.00	$5,868.00
STEPHENS	DUNCAN	$39,287.82	$85,313.04	$58,191.00
STEPHENS	EMPIRE	$4,727.58	$8,316.68	$8,435.25
STEPHENS	GRANDVIEW	$815.10	$1,743.82	$1,222.50
STEPHENS	MARLOW	$8,477.04	$13,950.56	$14,792.25
TEXAS	VELMA-ALMA	$2,445.30	$6,707.00	$4,767.75
TEXAS	GOODWELL	$896.61	$536.56	$2,322.75

COUNTY	DISTRICT	2019	2020	2021
TEXAS	GUYMON	$49,476.57	$79,813.30	$69,438.00
TEXAS	HARDESTY	$978.12	$1,609.68	$1,467.00
TEXAS	HOOKER	$11,818.95	$6,304.58	$5,990.25
TEXAS	OPTIMA	$2,526.81	$2,951.08	$1,589.25
TEXAS	STRAIGHT	$81.51	$2,816.94	$2,567.25
TEXAS	TEXHOMA	$0.00	$0.00	$0.00
TEXAS	TYRONE	$896.61	$2,280.38	$2,811.75
TILLMAN	YARBROUGH	$1,059.63	$1,207.26	$1,100.25
TILLMAN	DAVIDSON	$733.59	$804.84	$366.75
TILLMAN	FREDERICK	$9,047.61	$11,670.18	$17,115.00
TILLMAN	GRANDFIELD	$1,467.18	$2,414.52	$2,445.00
TULSA	TIPTON	$3,830.97	$6,707.00	$5,012.25
TULSA	BERRYHILL	$8,151.00	$15,426.10	$17,726.25
TULSA	BIXBY	$36,190.44	$96,044.24	$92,421.00
TULSA	BROKEN ARROW	$204,345.57	$342,057.00	$309,537.00
TULSA	COLLINSVILLE	$18,421.26	$52,582.88	$53,056.50
TULSA	DEBORAH BROWN (CHARTER)	$4,564.56	$8,853.24	$14,058.75
TULSA	DOVE SCHOOLS OF TULSA	$5,298.15	$13,682.28	$10,513.50
TULSA	GLENPOOL	$32,440.98	$39,839.58	$40,587.00
TULSA	JENKS	$64,392.90	$139,773.88	$172,617.00
TULSA	KEYSTONE	$4,564.56	$9,658.08	$4,645.50

COUNTY	DISTRICT	2019	2020	2021
TULSA	LIBERTY	$4,972.11	$8,182.54	$6,234.75
TULSA	OWASSO	$92,758.38	$167,540.86	$124,572.75
TULSA	SAND SPRINGS	$51,514.32	$103,690.22	$109,536.00
TULSA	SANKOFA MIDDLE SCHL (CHARTER)	$489.06	$1,341.40	$2,322.75
TULSA	SKIATOOK	$19,317.87	$19,047.88	$23,227.50
TULSA	SPERRY	$17,280.12	$20,389.28	$19,926.75
TULSA	TULSA	$517,425.48	$855,410.78	$311,004.00
TULSA	TULSA CHARTER: COLLEGE BOUND	$15,649.92	$24,279.34	$19,437.75
TULSA	TULSA CHARTER: COLLEGIATE HALL	$0.00	$0.00	$0.00
TULSA	TULSA LEGACY CHARTER SCHL INC	$9,618.18	$23,474.50	$8,190.75
WAGONER	UNION	$200,596.11	$333,203.76	$316,994.25
WAGONER	COWETA	$33,337.59	$58,753.32	$58,068.75
WAGONER	OKAY	$3,749.46	$4,158.34	$5,134.50
WAGONER	PORTER CONSOLIDATED	$5,216.64	$12,609.16	$6,357.00
WASHINGTON	WAGONER	$28,283.97	$38,766.46	$32,518.50
WASHINGTON	BARTLESVILLE	$45,401.07	$86,252.02	$79,462.50
WASHINGTON	CANEY VALLEY	$12,063.48	$19,852.72	$17,115.00
WASHINGTON	COPAN	$1,222.65	$2,816.94	$3,667.50
WASHINGTON	DEWEY	$9,455.16	$17,572.34	$15,403.50
WASHITA	BURNS FLAT-DILL CITY	$8,884.59	$16,365.08	$9,291.00
WASHITA	CANUTE	$1,141.14	$2,414.52	$1,833.75

COUNTY	DISTRICT	2019	2020	2021
WASHITA	CORDELL	$3,341.91	$9,926.36	$11,002.50
WASHITA	SENTINEL	$2,771.34	$4,829.04	$3,912.00
WOODS	ALVA	$4,320.03	$5,768.02	$6,112.50
WOODS	FREEDOM	$815.10	$670.70	$0.00
WOODS	WAYNOKA	$815.10	$2,280.38	$2,445.00
WOODWARD	FORT SUPPLY	$570.57	$1,073.12	$733.50
WOODWARD	MOORELAND	$3,586.44	$5,902.16	$5,379.00
WOODWARD	SHARON-MUTUAL	$1,141.14	$2,816.94	$1,711.50
WOODWARD	WOODWARD	$27,713.40	$40,107.86	$43,276.50
STATE	**ALL DISTRICTS**	**$6,499,444.38**	**$12,000,030.26**	**$10,999,810.50**

Evaluation Points

- Full funding for district RSA allocations has been determined to be $150 per students.
- The per-student funding allocation for SY2021-2022 is $122.25, compared to the SY2019-2020 funding allocation of $134.14 per student.
- The total amount paid out for RSA funding in SY2020-2021 was $10,999,810.50.
- The decrease in per-student allocation for SY2020-2021 is due to the higher number of students who qualify at-risk on beginning-of-year data as reported by districts.

Screening Instruments, Instructional Practices and Remediation Efforts

Question 8

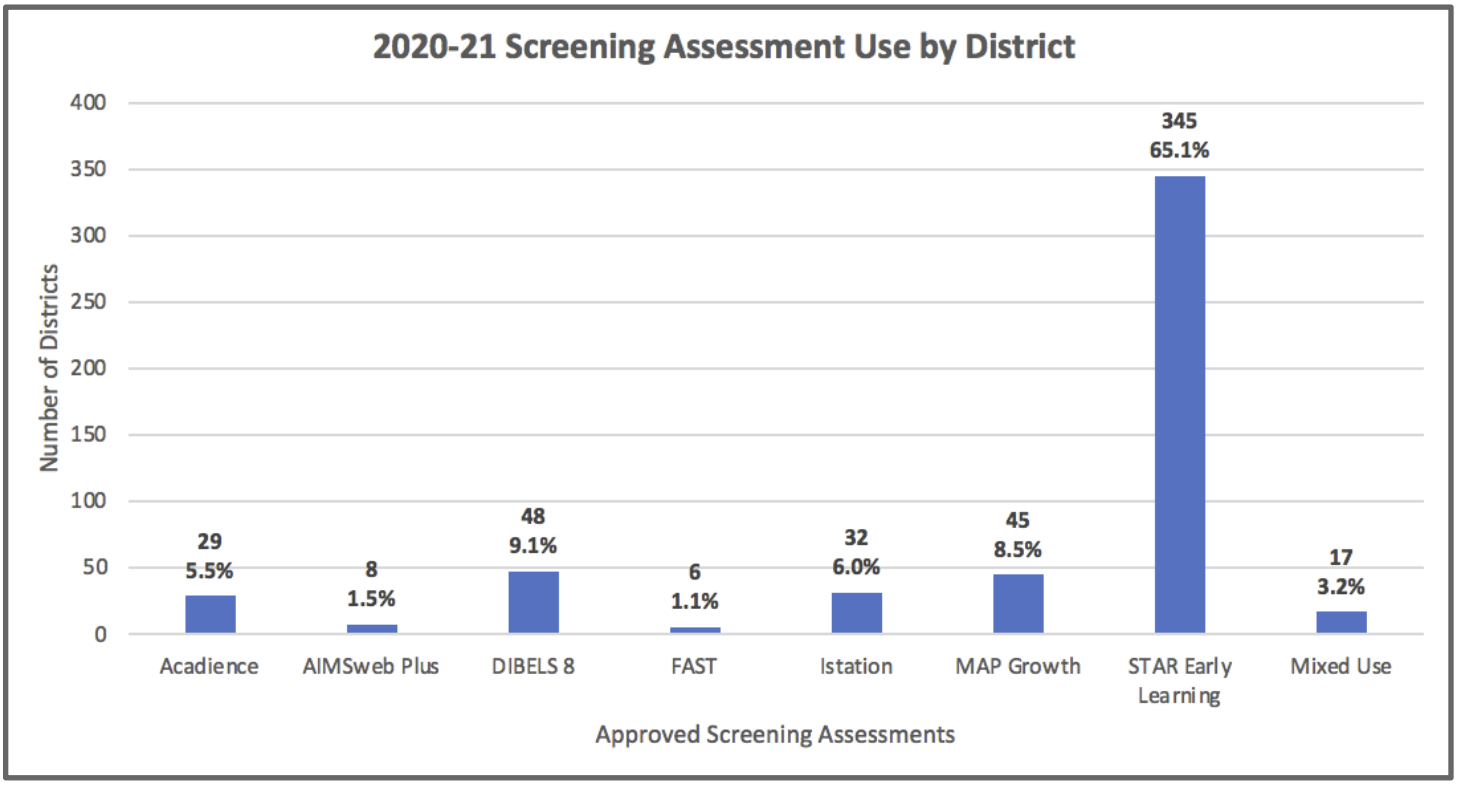
What screening instruments are being used to identify reading deficiencies and monitor reading progress?

Screening assessments are brief tests used to measure students' skills in each of the five components of reading: phonemic awareness, vocabulary, phonics, fluency and comprehension. These tests help teachers identify students with reading deficiencies and, in combination with diagnostic assessments, drive instruction to meet the specific needs of individual students. The assessments on this list meet criteria for reliability and validity and align to the Oklahoma Academic Standards. Districts choose which of the screening assessments best fit their needs. Data on district screener use is represented in Figure 6.

The approved screening assessments from which districts could choose for SY2020-2021 were:

- Acadience
- AIMSweb Plus
- DIBELS 8
- FAST
- Istation
- MAP Growth
- STAR Early Learning
- Mixed Use

Figure 6. Screening Assessments Used in SY2020-2021



Evaluation Points

- 345 out of 498 districts (65.1%) reported using STAR Early Learning as their screening assessment for SY2020-2021.
- DIBELS 8, MAP Growth, Istation and Acadience were used by 5%-10% of districts (154 in total).
- Of the approved screening assessments for SY2020-2021, fewer than 5% or 31 districts used AIMSweb Plus, FAST and Mixed Use.

Question 9

What types of reading instructional practices, instructional methods and remediation efforts are currently being used by districts?

The OSDE surveyed Oklahoma teachers and administrators to answer this question and gain feedback on the types of instructional practices and methods being used for core and supplemental instruction in kindergarten through third grade. Additionally, the survey gathered information about the supplemental practices used to aid students after third grade who were promoted through a good-cause exemption or the Student Reading Proficiency Team (SRPT).

Respondents were asked to identify the instructional practices or methods regularly used as part of on-grade-level core instruction for all kindergarten through third-grade students as represented in Tables 15 through 17.

Table 15. Instructional Practices and Methods for Tier 1 (Core Instruction) for Students in Grades K-3

ANSWER CHOICES	RESPONSES	
Dedicated time for on-grade-level literacy instruction (at least 90 minutes)	91.53%	1,091
Use of a research-based reading curriculum	85.82%	1,023
Choral reading, shared reading or shared writing activities	74.24%	885
Explicit, direct instruction in phonemic awareness	82.30%	981
Explicit, direct instruction in phonics	84.40%	1,006
Explicit, direct instruction in vocabulary	77.77%	927
Guided reading with leveled books	75.34%	898
Listen to the teacher read aloud	87.42%	1,042
Sight word memorization	72.40%	863
Use of think-alouds to model reading processes	62.16%	741
Total Respondents: 1,192		

Table 16. Instructional Practices and Methods for Students in Grades K-3 Who Are Not Meeting Grade-Level Targets

ANSWER CHOICES		RESPONSES	
Use of a research-based reading curriculum		79.11%	856
Classroom-based diagnostic assessments that identify the instructional area(s) of need for a student		83.18%	900
Tutorial instruction during school hours in addition to the core, on-grade-level reading instruction		78.10%	845
Tutorial instruction before regular school hours		7.58%	82
Tutorial instruction after regular school hours		34.47%	373
Tutorial instruction on Saturdays		3.60%	39
Summer Academy Reading Program		45.93%	497
Regular monitoring of student progress		86.32%	934
Special education services through push-in (support teacher works with student in classroom)		35.03%	379
Special education services through pull-out (student leaves classroom to receive support)		73.94%	800
English learner services		50.37%	545
Work with speech-language pathologist		70.43%	762
Other (please specify)	Responses	7.76%	84
Total Respondents: 1,082			

Table 17. Instructional Methods and Practices for Students After Grade 3 Who Were Promoted with Good-Cause Exemptions or with Probation by the Student Reading Proficiency Team

ANSWER CHOICES		RESPONSES	
Use of a research-based reading curriculum		77.03%	778
Classroom-based diagnostic assessments that identify the instructional area(s) of need for a student		78.91%	797
Tutorial instruction during school hours in addition to the core, on-grade-level reading instruction		70.00%	707
Tutorial instruction before regular school hours		5.84%	59
Tutorial instruction after regular school hours		32.67%	330
Tutorial instruction on Saturdays		1.19%	12
Summer Academy Reading Program		37.33%	377
Regular monitoring of student progress		75.45%	762
Extended school day		2.48%	25
Extended school year		3.96%	40
Specialized tutoring services		15.94%	161
Special education services through push-in (support teacher works with student in classroom)		33.76%	341
Special education services through pull-out (student leaves classroom to receive support)		71.88%	726
English learner services		43.76%	442
Work with speech-language pathologist		60.00%	606
Other (please specify)	Responses	12.57%	127
Total Respondents: 1,010			

Evaluation Points

- As shown in Table 15, research-based curriculum and direct instruction in phonemic awareness are used by 85.8% and 82.1% of respondents, respectively.
- As shown in Table 15, guided reading with leveled books, listening to the teacher read aloud and sight word memorization are being used by more than 75% of survey respondents, despite the fact that there is no evidence or research that they support student gains in meeting grade-level targets.
- As shown in Table 16, 83.2% of respondents say they use a classroom diagnostic assessment to identify the instructional needs of students.
- In Table 16, 78.1% of respondents report that in-school tutoring occurs alongside core instruction to support students.
- As shown in Table 17, regular monitoring of students promoted due to good-cause exemptions or with probation is occurring 75.5% of the time.
- As Table 17 shows, many tutoring supports for remediation decrease after third grade compared to the interventions used in Table 16. Pursuant to statute, districts must continue to use interventions for Tier 2 and Tier 3 supports for students after third grade as needed.

Question 10

What types of reading resources do students have access to outside of school?

The survey referenced in the previous section was used to ask respondents to identify reading resources available to students outside of school as shown in Table 18. This includes resources used after school, on weekends during the school year or over the summer. While respondents report that these resources are available to students, they may not be available to all students due to factors outside of school or teacher control. For example, some communities are unable to offer such services, and some parents/guardians are either unable to or choose not to participate in opportunities based on various reasons.

Table 18. Reading Resources Accessible to Students

ANSWER CHOICES		RESPONSES	
Book packs - school or teacher provided		34.13%	358
Community mentoring		13.63%	143
Electronic or online reading programs and resources		73.69%	773
Home library		22.31%	234
Mobile library		8.87%	93
Private tutoring		21.54%	226
Public library access and/or programs		74.64%	783
School library access		50.14%	526
Volunteer tutors		16.21%	170
Other (please specify)	Responses	3.62%	38
Total Respondents: 1,049			

Evaluation Points

- As Table 18 shows, electronic or online reading programs and resources and public library access are the most-utilized resources for students outside of school, with 73.69% and 74.64% of respondents, respectively, using them.
- Only three of the answer options related to reading resources accessible by students in Table 18 (electronic or online reading programs and resources, public libraries and school libraries) were used by the majority of districts, while the other choices were used by less than 35% of districts.

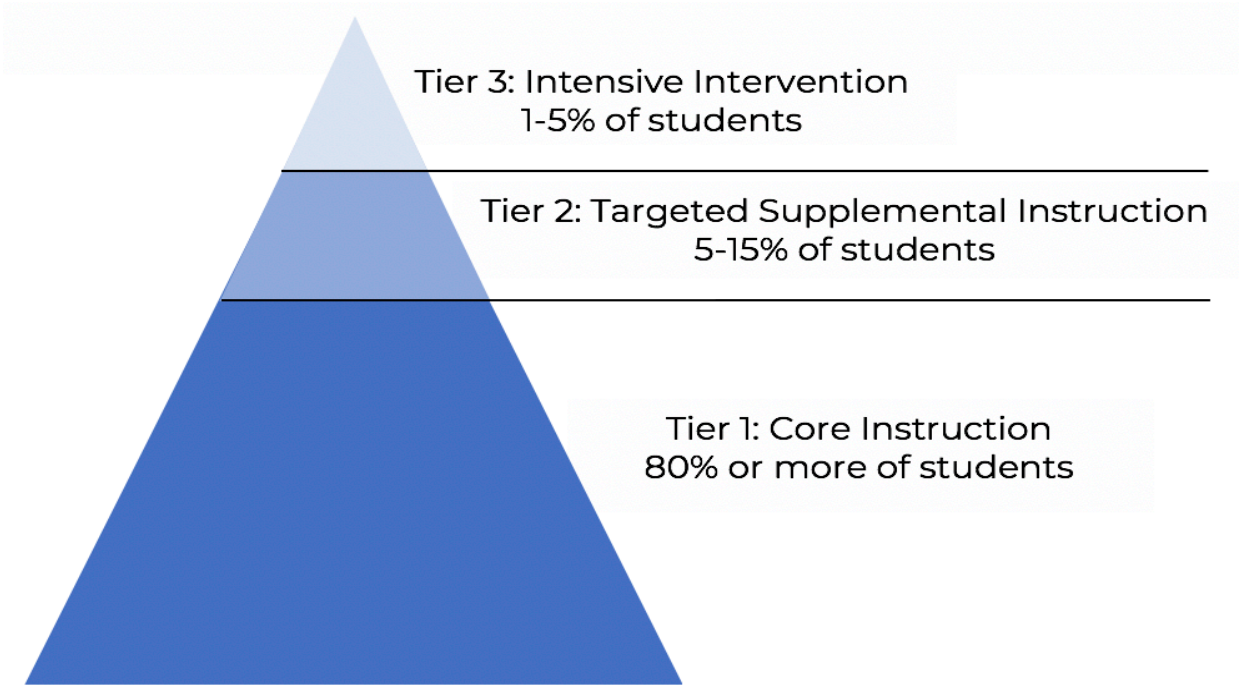
Question 11

Of the instructional practices, instructional methods and remediation efforts identified as most frequently used by Oklahoma districts, which ones have been identified as best practices in the research literature for students not reading on grade level?

Multi-Tiered Systems of Support (MTSS)

The Reading Sufficiency Act is structured as a Multi-Tiered System of Support (MTSS). MTSS is a comprehensive framework used to provide targeted support for all learners. MTSS as a structure is intended to include researched-based principles and practices that increase the effectiveness of instruction for all students. The MTSS framework uses universal screening data to identify students who might need additional instruction and informal diagnostic assessments to develop appropriate student interventions. Additionally, data is analyzed at the school and district level to clarify system-wide shifts to student growth over time.

Figure 7. Multi-Tiered Systems of Support (MTSS) Model



Within the MTSS framework, teachers provide quality instruction across three tiers. Tier 1 is core instruction aligned to content standards appropriate for all students, including bilingual students and English learners. This is essentially teaching based on the needs of all learners. In a healthy system, the majority of learners, about 80%, should make sufficient academic growth in this tier. Tier 2 provides more strategic support for students in need of supplemental resources that extend beyond the range of Tier 1 services. Instruction in Tier 3 includes the most intense support, individualized based on each student's unique needs. In a healthy system, about 5-15% of the population will require Tier 2 services and 1-5% of students will need intensive support at Tier 3.

Students receiving special education services through the Individuals with Disabilities Education Act (IDEA) may be in any tier, depending on the needs of the individual student. The Institute for Education Sciences has noted benefits of using a Multi-Tiered System of Support (MTSS). As a result of universal screening, students who are struggling with reading are able to receive assistance early, rather than waiting to receive help through special education after a diagnosis of a specific learning disability. This usually would not happen until second grade or much later. Longitudinal research consistently shows that students who have difficulty reading in the early elementary grades tend to continue to have reading difficulty in the higher grades without Tier 2 intervention. Another benefit from MTSS is the recommendation to use evidence-based practices and high-quality instructional materials in all tiers, and to ensure collaboration among special education and general education teachers to provide a cohesive, systematic instructional program for all students.

Overview of Best Practices

According to the Institute of Education Sciences (IES) practice guides, for core (Tier 1) instructional practices and methods most commonly used by districts as reported in the statewide survey, “dedicated time for on-grade-level literacy instruction” and “using a research-based reading curriculum” are considered best practices. As well, “explicit direct instruction” in areas such as oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension are also considered best practice because students develop awareness of the segments of sounds in speech and how those sounds link to letters. Furthermore, students learn to decode words, analyze word parts, recognize words and write, which are all examples of best practices. Districts using the aforementioned instructional methods and practices are providing students with evidence-based instruction in the literacy block that will best meet their learning needs. Other practices such as guided reading, listening to the teacher read aloud and sight word memorization do not meet the criteria for best practice but could be useful if paired with explicit, direct instruction.

For instructional practices and methods for Tier 2 and Tier 3 interventions for students not meeting grade-level targets, IES recommends “classroom-based diagnostic assessments that identify the instructional area(s) of need for a student” as a best practice. Moreover, “regular monitoring of student progress” and “use of a research-based reading curriculum” are also best practices because they combine assessment, monitoring and targeted curriculum to meet the direct literacy needs of each student. In Tier 2, interventions must be specifically matched to the student’s identified area of literacy need in order to provide targeted interventions that will help the student make incremental gains based on brain science in how students learn to read. Furthermore, “tutorial instruction during school hours in addition to the core, on-grade-level reading instruction” is an intervention supported by research that can be implemented through “teacher-led small groups based on reading assessment data.” Small groups can be implemented by the classroom teacher, reading specialist or special education teacher as needed. Tutorial instruction is flexible, based on current data and can specifically match the identified needs of students.

Remediation efforts designed specifically for Tier 3 interventions include the above information and specific practices that correlate directly to good-cause exemptions. There are seven good-cause exemptions by which students can be promoted to fourth grade:

1. English learners who have had less than two years of instruction in English and are identified as Limited English Proficient/English learner on an approved screening tool.
2. Students with an Individualized Education Program (IEP) assessed with the Oklahoma Alternate Assessment Program.
3. Students who demonstrate an acceptable level of performance on an approved alternative standardized reading test.
4. Students who demonstrate through a teacher-developed portfolio that they can read on grade level.
5. Students with disabilities who take the OSTP and have an IEP that states they have received intensive remediation in reading for more than two years and have made adequate progress in reading according to the student's IEP may advance to fourth grade. (This change went into effect for the 2019-2020 school year).
6. Students who have received intensive remediation in reading for two or more years and who were previously retained for one year may advance to fourth grade.
7. Students facing exceptional emergency circumstances that prevented the student from being assessed during the testing window may advance to fourth grade. This exemption must be approved by the OSDE.

Promotions due to good-cause exemptions for numbers 1, 2, 5 and 6 (above) are good examples of possible Tier 3 interventions specific to certain subgroup populations that may need very targeted and specific literacy instruction to meet grade-level targets even though they are promoted to fourth grade. For example, an English learner may be promoted to fourth grade but continue to need tutoring, small-group instruction, monitoring and additional interventions to continue to make gains toward meeting grade-level targets.

Recommendations

Title 70 O.S.§1210.508C (S)(12) allows for recommendations for improvements and amendments to the Reading Sufficiency Act (RSA). Based on the data and evaluations provided in this report, and the challenges resulting from the global pandemic over the last two school years, the following adjustments are needed.

- **Early Interventions**
  In the past, due to lower per-pupil funding and legislative amendments to the RSA, efforts have focused on interventions for second- and third-grade students. However, pandemic disruptions have created an urgent need for students in early grades, such as kindergarten and first grade, to receive core instruction and intervention supports to assist with meeting grade-level proficiency in order to avoid compounding learning gaps in literacy over multiple years. It is imperative that districts place an emphasis on early literacy upon student entry into school or

kindergarten in order to provide interventions and instruction to directly and proactively meet student needs.

- **Best Practices for Instruction and Remediation**
  District administrators need support in selecting evidence-based curriculum for instruction and remediation. Teachers and administrators need support and guidance in understanding how to use diagnostic assessments to evaluate student literacy needs and match those to interventions to enable students to meet grade-level proficiency. Furthermore, guidance on interventions without an evidence base for supporting and increasing student proficiency should be shared with teachers and administrators.
- **Funding**
  This report shows high levels of students at-risk for meeting grade-level proficiency. Due to COVID-related learning disruptions, this trend could increase further if measures to provide literacy interventions are not implemented quickly. To do this, funding for districts could be modified in order to better serve teachers and students. First, in order to be "fully funded," RSA must meet the $150 per-pupil target, which is not determined until districts submit beginning-of-year, child count and RSA plan data. Thus, this information is not available and monies not disbursed to districts until December of the academic year. Districts, therefore, may not have sufficient funding to fully meet the needs of students until spring of a given academic year. If a district needs to hire personnel, curriculum or equipment, the intervention process may be delayed, placing the onus of literacy instruction and remediation on the regular classroom teacher and thus delaying the most effective Tier 2 interventions.
- **Teacher Preparation Programs**
  Literacy instruction is a growing need for elementary and, arguably, secondary teachers. It has become essential that Oklahoma educators enter public schools with experience in literacy instruction. Teacher preparation programs in Oklahoma must provide coursework for preservice teachers that aligns with research-based literacy instruction, remediation and assessment. As preservice teachers enter the classroom through observation or clinical experiences, they can implement and practice with an educator to gain valuable experience before entering an Oklahoma classroom as a new educator.
- **Attending to Equity**
  RSA data reported by student demographic suggests some Oklahoma students have had inequitable access to resources during the pandemic. Black, Hispanic and economically disadvantaged students have seen the greatest disparities in pre-COVID data for RSA compared to current data. These disparities may be outside the control or responsibility of school districts; however, the school district and teachers have the responsibility to provide support for these students. Using the same interventions and instructional practices as in years past may no longer be appropriate or sufficient. After nearly two years of pandemic learning disruptions, it is more imperative than ever that administrators and teachers understand how to evaluate diagnostic assessments and best practices, invest in evidence-based curriculum,

monitor student progress and provide interventions and supports for the youngest students in order to make gains in student literacy and proficiency.

- **Professional Learning Opportunities**
  In order to meet the needs of at least 46.5% of Oklahoma students in kindergarten through third grade who are not meeting grade-level literacy targets, educators must know how to use diagnostic assessments in order to identify learning needs and develop interventions to assist students in meeting grade-level proficiency. By supporting teachers and administrators in professional learning opportunities in literacy, it is more likely that they will have the resources, understanding and support to best meet the literacy needs of Oklahoma students.

Conclusion

This report provides information concerning several major questions. First, how have reading proficiency rates changed over time in Oklahoma? Second, how does reading proficiency and retention vary by socioeconomic status, learning disability status, English learner status and race/ethnicity? Third, what interventions do districts use to improve reading outcomes? Fourth, what are some of the best instructional practices available that help students become successful readers?

To have a healthy MTSS framework, core instruction should meet the instructional needs of about 80% of students, with about 20% of students needing supplemental supports to be successful. In Oklahoma, the percentage of students needing Tier 2 support is more than double that, and due to gaps in learning created by the pandemic over the two school years, early literacy interventions and supports are more necessary than ever. It is important for schools to ensure all students are receiving quality core instruction with instructional materials and assessments that are well aligned to the Oklahoma Academic Standards and science of reading principles. The study finds that on average, Black and Hispanic students, as well as students receiving services through an Individualized Education Program (IEP), English learner instruction, or free and reduced lunch, continue to score lower on third-grade reading tests relative to their peers. Since the RSA targets students who are not reading at proficiency, these groups have been disproportionately impacted. It is important to better understand the root causes of inequity among these groups and develop interventions that effectively address their needs. The data provided in this report highlight the growing achievement gap that exists between underserved populations of students that has been magnified due to the challenges of the pandemic. Additional research is needed at district and school levels to determine root causes and the most effective evidence-based interventions.

This report also highlights the use of a wide variety of instructional strategies for reading. The most frequently used instructional method was dedicated time for on-grade-level literacy instruction of at least 90 minutes. The use of a research-based reading curriculum and listening to the teacher read aloud were also widely used practices. While approximately 78% of respondents indicated they used explicit, direct instruction in phonics, vocabulary and/or phonemic awareness, all students should be afforded this opportunity. Teachers also identified several intervention practices to support students who do not meet reading proficiency benchmarks at grade level. The two most common instructional

practices utilized to support intervention were administering diagnostic assessments in order to identify the student's area(s) of need and regularly monitoring student progress.

The most pressing conclusion emerging from this report is the necessity for all Oklahoma educators to receive high-quality, evidence-based professional learning on the following topics:

- How to assess students in early literacy
- How to evaluate assessment data to identify student needs
- How to match instruction and interventions to provide on-time learning to meet students where they are in literacy and support them in making progress toward grade-level proficiency through evidence-based literacy instruction and curriculum
- How to provide literacy instruction and support in keeping with the science of reading

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